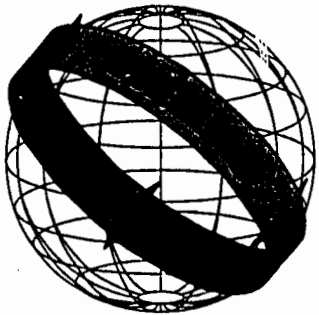
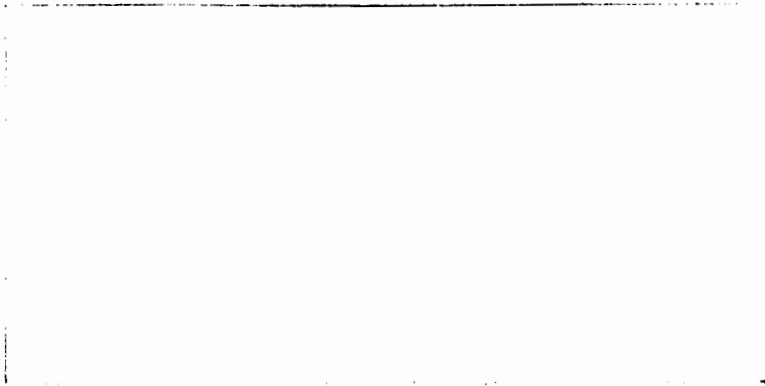


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Human and Educational Resources Network Support

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**THE HERNS PROJECT:
TRAINING FOR DEVELOPMENT --
USAID/BOLIVIA
EVALUATION**

June 1995

Submitted to:

United States Agency for International Development
La Paz, Bolivia

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The HERNS Project:

Training for Development -- USAID/Bolivia

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ACRONYMS

APSP	Andean Peace Scholarship Program
BPSP	Bolivian Peace Scholarship Program
CLASP	Caribbean and Latin American Scholarship Program
HERNS	Human and Educational Resources Network Support
IDEA	Institute of Management and Administrative Development (<i>Instituto de Desarrollo Empresarial y de Administración</i>)
LAC II	Latin American and Caribbean Training Program, II
NGO	Non-Governmental Organization
PACD	Project Activity Completion Date
PTMS	Participant Training Management System
SAR	Semi-Annual Review
SEMLA	Seminars for Latin America (Design, Evaluation, and Implementation of Policies, Programs, and Projects)
SOW	Scope of Work
TFD	Training for Development
USAID	United States Agency for International Development
USAID/G/HCD	United States Agency for International Development, Global Bureau, Human Capacity Development Center

EXECUTIVE SUMMARY

PURPOSE OF THE EVALUATION

This report is the final evaluation of the Training For Development (TFD) Project which was begun in 1985 with the goal of Long-Term (master's level) and Short-Term training of public sector management and private sector development specialists in the United States and third countries. The Project was amended in 1989 and 1990 to increase the number of participants, add an In-Country training sub-component, and revise selection processes.

The goal of the Project was to promote Bolivia's economic recovery and to enhance its democratic system. The Project purpose was to expand the country's human resource base by increasing the number of United States- and third-country-trained individuals who occupy -- or have the potential of occupying -- policy level and leadership positions in the private sector, the labor movement, and the government. The Project Paper also stated that these individuals "will participate in the development and implementation of more rational economic policies and provide a clearer orientation to the development of a free-market economy in a western-style democracy."

The general objectives of the final evaluation were to:

- Assess whether or not Project activities have fulfilled the goal, purpose, and objectives of the Project.
- Assess the extent to which Project activities contributed to the Mission strategic objectives.
- Determine the impact of Project activities on the beneficiaries; that is, (a) to measure Project outcomes and the impact of training on the participants' professional growth and on their institutions or sectors, and (b) to determine if the original Project objectives were met.
- Focus on lessons to be learned for the future.

An evaluation conducted in 1990 determined that the Project was largely on track in meeting its objectives. This final evaluation builds on the 1990 findings and recommendations; in addition, it presents lessons learned and recommendations for possible future training activities in USAID/Bolivia.

Methodology

The evaluation was carried out using both quantitative and qualitative methods:

- A survey questionnaire was administered to 81 TFD alumni, which represented 26 percent of all Long-Term trainees between 1985 and 1995 and Short-Term and In-Country trainees between 1991 and 1995.

- Focus groups and interviews were carried out with former trainees, as well as with staff of IDEA (the Short-Term in-country training provider) and USAID/Bolivia.

SUMMARY OF FINDINGS

Men and Women Trained

During the ten years of the Project, 633 persons were trained out of a target of only 443. Of these, 172 received short-term training, 63 long-term training, 60 in "democracy awareness" training, and 338 in-country training, funded with local currency. Of these totals, 69 percent men and 31 percent women. The Project therefore amply exceeded its targets, except that project administrators set, in the last few years of implementation, a self-imposed target of 40 percent for women.

Areas of Study

All Long-Term trainees studied in the designated fields of Economics, Business Administration, Finance, Public Administration, Selected specialties in Agriculture/Environment, Engineering, and Selected Social Sciences. Short-Term areas were more flexible but basically followed the same profile.

Among Long-Term trainees, 83 percent studied Business, Economics, Finance, and Public Administration, 10 percent Agriculture and Environmental Studies, and 7 percent Social Science. Short-Term trainees, paralleling the greater flexibility of the design, represented a broader spectrum: 14 percent in Business, Economics, Finance, & Administration, 38 percent in Physical Science, 43 percent in Social Science. All In-Country training was administered by IDEA (*Instituto de Desarrollo Empresarial y de Administración*) in areas of Business Administration.

Profiles of Trainees

Supporting the Project Purpose of "expanding Bolivia's human resource base by increasing the number of U.S. trained individuals who occupy policy level and leadership positions in the private sector and government," TFD trainees are clearly in the categories of national and regional leaders:

- Long-Term trainees studied an average of 18 months; 12 percent are in high positions in the national government (as opposed to mid-level), 48 percent are executives, and 15 percent are technical specialists; their average monthly salary is US\$ 2,144.
- Short-Term trainees studied an average of 1.7 months; 5 percent are in high-level national government positions, 20 percent are executives, and 25 percent are technical specialists; their average salary is US\$1,589.
- In-Country trainees studied an average of 0.36 months; 19 percent are in local or regional government, 24 percent are executives, and 19 percent are technical specialists; their average salary is US\$790.

Training Impact on Professional Development

An impressively high percentage of trainees ranked the training as "useful" or "very useful" for the three proxy indicators which link training to job performance:

- 100 percent of Long-Term, 81 percent of Short-Term, and 71 percent of In-Country trainees believed that the training was useful or very useful in improving professional capacity. 85 percent of Long-Term, 72 percent of Short-Term, and 80 percent of In-Country believed that it increased their technical knowledge. And 92 percent of Long-Term, 82 percent of Short-Term, and 87 percent of In-Country gained new ways to apply this knowledge.

In addition, 82 percent of Long-Term, 75 percent of Short-Term, and 77 percent of In-Country trainees stated that they have been able to directly use training in their current work.

Trainees and "Multiplier" Effects

As the responses to the questionnaire and discussions in focus groups clearly indicated, trainees are replicating their training in a number of formal settings, from the workplace to seminars, and informal settings, including professional networks for economic and democratic reform.

- Ninety-one percent of Long-Term, 100 percent of Short-Term, and 83 percent of In-Country trainees said that they had shared their training. This is also supported by their assessment of their training improving leadership skills, an essential ingredient in successful replication: 92 percent of Long-Term participants believed that it was useful or very useful in improving leadership capacity; 86 percent of Short-Term and 81 percent of In-Country trainees were equally positive in their comments.

Five Case Studies of TFD Alumni and Their Contributions to Bolivia

TFD's purpose was to increase the number of U.S. trained individuals who occupy policy level and leadership positions in the private sector and government. Among trainees, there are many particularly successful examples. Five case studies follow.¹ Factors in their success included (1) the selection of highly motivated who were in positions in the public and private sector which enabled them to return to Bolivia and build on the training and (2) high-quality training.

• Carlos Reyes, *Promoting Judicial Reforms* (Long-Term)

A lawyer, trained at the national university in La Paz, Mr. Reyes had always been interested in promoting judicial reform in Bolivia, particularly for the poor. However, as the son of a low-income family, he had not the opportunity to study or travel outside of

¹ Anonymity was guaranteed to all former trainees who were interviewed. Consequently, the following names are pseudonyms.

the country and investigate other juridical models. A TFD long-term fellowship gave him that chance, and he has put what he learned into action.

At the time of receiving his grant to study criminal law, Mr. Reyes was working as a district judge in the Ministry of Public Affairs and also teaching at the national university. In his long-term coursework, he ranked first of the thirteen students, and returned to Bolivia to take up a higher judicial post within the government. Two months later, he received an invitation from USIS to join a group of twenty Latin Americans (eight from Bolivia) to study first-hand the U.S. judicial system for six-weeks. That short-term training built on the earlier long-term work and resulted in several impacts:

- Promoting the formulation of a public defense system, which is now in place and functioning.
- Encouraging the adoption of the law abolishing imprisonment for debt (*Ley de Blattmann*).
- Actively working for continuing legal reform in Bolivia, particularly through an informal network -- based primarily on the experiences of the USIS training -- of lawyers, judges, legislators, legal professors, and government judicial officials which cross-cuts party lines.

Mr. Reyes is very clear that, for him in particular, the TFD training gave him the opportunity to play a more significant role in promoting the reform of key democratic institutions and practices in Bolivia and that, for the country in general, study outside of the country has raised the level of discussion among professionals in the field and encouraged the current internal debate about Bolivian legal reform.

• **Rina Gonzalez, *Encouraging Economic Growth (Long-Term)***

Ms. Gonzalez is a case study of a woman who overcame initial academic problems in the U.S., who made the sacrifice of leaving her children, and who is now successfully passing on the knowledge learned through her position as a professor of economics at a national university.

Ms. Gonzalez, who had moved from being an outstanding student in economics at a national university to being the head director of planning for her provincial city and member of the Economics Faculty, had been systematically looking for a fellowship to study economics outside of the country. She saw a TFD notice in the local newspaper, applied, and was accepted. However, as a divorced mother of two young children, she was told she could not take along her children because there would be no one to care for them. The opportunity was important enough to her that she made the decision to leave them, in the care of her mother, for the two years she was gone.²

² Although her family was considered "upper-middle-class" in Bolivia, with a household income of US\$360 a month, she could not have used her own resources for U.S. childcare. It should be noted that this "discrepancy" between sociocultural status and household income is not unique to Ms. Gonzalez and that the "lifestyle" of upper-middle-class Bolivians cannot be directly compared with the "lifestyle" of upper-middle-class North Americans. In other words, having a maid and/or higher social status in Bolivia does not equal having a high monthly income or capital, particularly sufficient funds to do long-term study outside of Bolivia.

Although accepted by several leading U.S. universities for their masters' programs, a review of her Bolivian training showed that she needed remedial U.S. training in macro-economics before beginning the regular program. But, despite her successful completion of this summer program, her first fall semester grades ranged from a "B," two "C's," to three "Incompletes." However, by the end of the second year, she had graduated with *Cum Laude* recognition from the American Economics Association.

Since her training, she has returned to her post at the university as Chair of the Economics Faculty, where, as she wrote in her initial application, she continues to "form new generations of professionals in economics, finance, and administration."

- **Jorge Almanza, *Guiding Economic Reform (Long-Term)***

Mr. Almanza is using his Long-Term training in Economics and Public Administration in another area of the Bolivian public sector, economic and financial reform at national and international levels.

Before the TFD fellowship, he had already achieved professional success, first in the private sector with an international bank and then as a financial consultant to the United Nations. However, his ability to further democracy and economic growth in Bolivia was considerably enhanced by the TFD master's in Public Administration at a prestigious U.S. university.

After his return to Bolivia, he was appointed to the Central Bank of Bolivia with particular responsibility for negotiating the national debt. Although he had had the opportunity for international study before the fellowship, the training gave him increased technical understanding of economic and public administration issues while at the same time it positioned him in a international network of economic leaders. Both were essential for successfully carrying out his post-fellowship professional responsibility of effectively representing Bolivia on the issue of the national debt. Though no shrinking violet before the fellowship, Mr. Almanza's confidence in his technical and personal abilities to serve as the representative of a small Latin American country in the sophisticated world of international finance was considerably increased through the training. In turn, the economic reforms of his country were better served.

- **Susana San Martin, *Effecting Institutional Strengthening (Short-Term)***

Ms. San Martin, who works with an internationally-funded non-governmental organization (NGO), attended a four-week course in the U.S. on strategic planning, management, and implementation. She had previously attended other seminars outside of Bolivia but found this training "the best that I have experienced."

More important, she has passed on the information learned to a variety of other audiences. As she stated:

From the beginning, our understanding was that we would re-transmit this course in as many ways as possible. Therefore, I selected the most important and most interesting material and methodologies and have passed them on to others through

courses I've been giving here in the city and in rural areas. These are people who, in turn, are passing on the material and methodologies to others.

In addition, in the training, I improved a new rural development project on which I had been working, and it now looks as though it will be funded by another donor.

• **Walter Cabrera, Transferring Sustainable Environmental Technologies (Short-Term)**

Mr. Cabrera, who previously worked in the public sector and now works as an independent consultant, participated in a six-week U.S. training on specific agricultural techniques. In assessing his training experience, he said:

As an technical specialist, I was, of course, attracted to learning about the latest in my field. But, in retrospect, I think that I learned perhaps even more from the general way of doing things that surrounded me in the U.S. It has helped me to carry out much more useful technology transfer here in Bolivia. It also made me determined to open up my horizons, look for new ways to do things, and improve the ways I communicate technological change.

I think that we rural specialists are the intermediaries between modern technology and people who are starting to open themselves to new ideas. Because of the training -- particularly because of the general ambience of being in the U.S. and of the methodology, not just because of the technical material itself -- I know that I am doing a better job.

LESSONS LEARNED AND RECOMMENDATIONS FOR THE FUTURE

Introduction

The research undertaken in this evaluation leads to a series of general conclusions with respect to how to improve the effectiveness of USAID training and how to relate training to the broader strategic goals of USAID/Bolivia. Although the following recommendations emerge from TFD, they are applicable to training in the Mission in general and, most certainly, to a Mission-wide Training Strategy. They include:

- **Link Training with Strategic Objectives and Technical Offices**
- **Include Impact Measurement as a Part of Training Design**
- **Implement a Mission-wide Data Base on Trainees and Their Impacts**
- **Increase Equitable Distribution by Sex and by Region**
- **Include Follow-On as an Integral Part of Training Design and Implementation**
- **Increase Efficient and Effective Use of USAID/Bolivia's Overall Training Resources**

These issues cross-cut Mission Technical Offices and Strategic Objectives; furthermore, training takes place within Technical Offices, not just within the Training Division. Therefore, it is recommended that a Mission-wide Needs Assessment be carried out in

order to develop a Mission-wide Strategic Training Plan which will encompass all Offices of USAID/Bolivia, including the Training Division.

- **Link Training with Strategic Objectives and Technical Offices**

Human resource development projects should not be a separate sectoral activity but, rather, a development tool which supports the efforts of the Technical Offices and are part of a Mission-wide Training Strategy. Training projects or components must demonstrate how they support Strategic Objectives in concrete ways by specifying the expected outcomes for training groups and how those outcomes relate to the broader Objectives.

Future training projects or components should evolve as a result of a human resource Needs Assessment for each of the four Strategic Objectives of USAID/Bolivia. The Technical Offices responsible for particular Objectives, in conjunction with the Training Division, should identify where a critical mass of trained professionals is still necessary in order to maintain sustainable development in that area. In turn, training programs (long-term, short-term, and/or in-country) should be designed around those needs and objectives.

For example, in regard to the Objective of Population, Health, and Nutrition, it was reported that, although Bolivia has many well-trained M.D.'s, few have training in management. Consequently, there are not enough medical professionals who are able to administer efficiently and effectively the health programs which will "improve family health throughout Bolivia." Another example relates to the Objective of Democracy and Governance. Although Bolivia has many lawyers, very few have received the training which allows them to put the Bolivian legal system into a broader perspective and to work toward building "improved effectiveness and accessibility of key democratic institutions and practices."

The Training Division has the capacity to assist Technical Offices in helping to design effective, Strategic Objective-specific training. Further technical assistance may be obtained from the new USAID/G/HCD activity which is currently working with missions to develop a strategic planning process which links the design and programming of training with Strategic Objectives.

- **Include Impact Measurement as a Part of Training Designs**

Because TFD was designed in 1985, measuring impact was not an integral part of the project design. However, in 1995, it is central to all USAID activities. On the other hand, the Evaluation Team received the impression that measurement of impact is not an essential part of the training components carried out by the various Technical Offices. In other words, the issue of measuring training impact is not unique to the Training Division.

One of the difficulties of measuring outcomes of training is that the "PRISM" system is a "top-down" system which focuses on strategic objectives and program outcome levels. Although very useful for focusing on results, the measurable indicators are often at the

macro-level, rather than at the activity level. However, it is at the activity level that training impacts are measured.

Since Strategic Objectives and their related Program Outcomes cross-cut Mission Offices, it is recommended that USAID/Bolivia develop a Mission-wide strategy and implementation system for measuring the contributions of trainees and assessing their links to Outcomes.

- **Implement Mission-wide Data Base on Trainees and Their Impacts**

Linked with measuring the impact of training is the design and maintenance of a functioning data base of USAID-trainees; and, as with impact measurement, this is not an issue unique to the Training Division. Each Technical Office has some data about trainees it has funded, but there is no central data base to show overall use of resources and/or impact. This data base would be an essential part of any plan to develop a Mission-wide Training Strategy.

As described in the Implementation section, G/HCD's new pilot activity on improving training for strategic purposes can offer technical assistance on this and the preceding issue.

- **Include Follow-On as an Integral Part of Training Design and Implementation**

Increasingly, studies on the effectiveness of training are calling for making Follow-On an integral part of the design and implementation of projects. These studies show that Follow-On programs (1) enhance technical and academic training and (2) dramatically expand and increase the multiplier effects of trainees. In addition, well-designed Follow-On can further the achievement of Mission Strategic Objectives, as well as guarantee the Mission investment in training. A Follow-On program will also support monitoring and evaluation activities and improve indicator tracking systems of the impacts of training. However, Follow-On programs cannot be generic; they must be designed around the needs of trainees in order to offer incentives for trainee participation.

- **Increase More Equitable Distribution by Sex and by Region**

- Targets for more equitable distribution of trainees by sex and by region should be determined by the objectives of the particular training and by the demographic realities of Bolivia, as suggested by the census material included in the section on Targets and Goals.
- Using those demographics as a base, include specific target numbers or "quotas," which are greater than the base in order to positively support the opportunities for women, particularly in under-represented fields.
- Recruitment and selection strategies significantly affect the number of women either knowing about the opportunity and/or invited to participate in the training. The design of these strategies could be enhanced with the assistance of a person knowledgeable about gender issues in Bolivia.

Suggested changes could include: (1) specifically targeting women in newspaper, radio, and television notices about training opportunities (many women still believe that professional-level training opportunities, particularly in economics and business are aimed at men); (2) using more open announcements through the above media and other channels, rather than letters of invitation to specific institutions (men are usually in the director's chair and they send on the invitation to members of their male network); (3) for economics and business opportunities, target sub-sectors in which women have relatively higher numbers, such as banking; and (4) plan for longer lead-times for Short-Term and In-Country training (women usually have more domestic arrangements to re-order before they can commit to training).

- **Increase Efficient and Effective Use of USAID/Bolivia's Overall Training Resources**

Some of the above suggestions, such as a Mission wide data base, can result in greater savings because the population on which they focus is Mission-wide and, with new technology, the labor is minimal.

Other suggestions from the evaluation interviews included rationalizing costs through multiplier effects. For example, more training by groups, including U.S. training, could result in "wholesale" lots, which potentially reduces (1) training costs, (2) travel costs, and (3) housing costs. This is dependent, of course, on negotiating "wholesale" prices with training providers and travel and lodging providers, but in the new, more competitive, market, it is a possibility. Although much more difficult logistically, greater savings could be achieved through organizing region-wide training groups.

**THE HERNS PROJECT:
TRAINING FOR DEVELOPMENT -- USAID/BOLIVIA
EVALUATION**

1. INTRODUCTION

a. Background

Since the early 1980s, USAID/Bolivia has instituted a variety of programs targeted toward the achievement of social and economic development via human capacity development and institution building in both the public and private sectors.

The Training for Development (TFD) Project began in 1985, with the goal of training some 100 specialists in the United States and third countries. Participants were selected for study in fields supporting public sector management and private sector development. Through two Project Amendments (in 1989 and 1990) and Project Implementation Letters (in 1993 and 1994), the number of participants was revised to 63 for Long-Term training (master's level), 160 for Short-Term training, and 160 for In-Country training, with a total target of 383. Sixty persons were also trained before 1989 in a Democracy Awareness component, which was discontinued when the Andean Peace Scholarship Program began.

With the Amendments and Letters, the PACD was also extended to June 30, 1995, and total funding was increased from the original \$2,500,000 to \$4,720,000, while host-country contributions were to reach \$1,607,000.

The goal of the Project was to promote Bolivia's economic recovery and to enhance its democratic system. The Project purpose was to expand the country's human resource base by increasing the number of United States- and third-country-trained individuals who occupy -- or have the potential of occupying -- policy level and leadership positions in the private sector, the labor movement, and the government. The Project Paper also stated that these individuals "will participate in the development and implementation of more rational economic policies and provide a clearer orientation to the development of a free-market economy in a western-style democracy."

An evaluation conducted in 1990 determined that the Project was largely on track in meeting its objectives. This final evaluation builds on the 1990 findings and recommendations; in addition, it presents lessons learned -- that is, conclusions with implications for future training -- and recommendations for possible upcoming training activities in USAID/Bolivia.

b. Scope of Work and Objectives of Final Evaluation

As stated in the introduction to the Scope of Work (), the general objectives of the final evaluation were to:

- Assess whether or not Project activities have fulfilled the goal, purpose, and objectives of the Project.

- Assess the extent to which Project activities contributed to the Mission strategic objectives.
- Determine the impact of Project activities on the beneficiaries; that is, (a) to measure Project outcomes and the impact of training on the participants' professional growth and on their institutions or sectors, and (b) to determine if the original Project objectives were met.
- Focus on lessons to be learned from the Project.

In addition to the general objectives described above, the focused on three main categories: (1) Project targets and goals and support of strategic objectives; (2) Project implementation; and (3) Project impact. The subsequent sections follow this outline. The complete scope of work is included as Appendix III.

c. Methodology

Both quantitative and qualitative methodologies were used to collect data for the evaluation. Quantitative methods consisted of administering a survey questionnaire which contained items ranging from selection processes and quality of training to spread effects of training and income changes since the training. A copy of the questionnaire is included as Appendix IV.

The questionnaire was administered to a randomly-selected sample of 81 former trainees from the three TFD components, Long-Term, Short-Term, and In-Country, in the three cities where most trainees live, Cochabamba, La Paz, and Santa Cruz. The Short-Term and In-Country samples focused on people who had been trained after 1990, when the Project was amended and the criteria and implementation procedures were changed. The Long-Term sample was drawn from all persons trained through the TFD and LACII¹ projects between 1986 and 1995 in order to better measure the impacts of long-term training.

The 81 interviewees in the TFD survey represent 26 percent of the total of the 306 trainees who fall into the following highlighted categories: (1) the 82 Long-Term participants (63 TFD and 19 LAC-II participants) from the beginning of the project; (2) those receiving Short-Term training between 1991 and 1995 (61) -- that is, after the TFD evaluation; and (3) those receiving In-Country training between 1992 and 1994 in Cochabamba, La Paz, and Santa Cruz (163). Table 1, which follows, presents the sample and the trainee base from which it was drawn in more detail. The first section, labeled "Long-term," lists a total of 82, combining TFD and the smaller number of LAC-II Trainees. It then shows that 33 persons in the survey sample fall into that category, representing 40 percent of the total trained in that category. The columns which follow detail the sex and city of origin of those participants. Table 1 then goes on to give the same information about the Short-term participants trained under TFD and the in-

¹ LAC II is the Latin American and Caribbean II scholarship project which preceded the TFD project. Its alumni were included as a part of the Long-Term sample, at the Mission's suggestion, because some received overlapping funding from the two projects, that is, LAC II and TFD.

country training carried out for participants living in the three principal cities, following the same logic. (Please note that the 306 cited here are not the total number of TFD participants, but represent a subset of them, as outlined here.)

Table 1.

QUESTIONNAIRE SAMPLE AND COMPARISONS WITH PERSONS TRAINED ²

(A randomly-selected sample of 81 former trainees from the three TFD components, Long-Term, Short-Term, and In-Country, in the three cities where most trainees live, Cochabamba, La Paz, and Santa Cruz.)

Sub-Project	Persons Trained	Sample by Sex		Sample by Sex & City		
		Sample	% of Persons Trained	Cocha-bamba	La Paz	Santa Cruz
Long-Term (between 1986 and 1995 from TFD and LACII projects)						
Total	TFD/LACII 82	33	40%	4	25	4
Men	65	26	40%	4	19	3
% of Total	79%	79%		100%	76%	75%
Women	17	7	41%	0	6	1
% of Total	21%	21%		0%	24%	25%
Short-Term (between 1991 and 1995)						
Total	61	22	36%	10	11	1
Men	39	13	33%	7	6	0
% of Total	64%	59%		70%	55%	0%
Women	22	9	41%	3	5	1
% of Total	36%	41%		30%	45%	100%
In-Country (between 1992 and 1994 in Cochabamba, La Paz, & Santa Cruz)						
Total	163	26	16%	7	10	7
Men	109	15	14%	4	5	5
% of Total	67%	58%		57%	50%	71%
Women	54	11	20%	3	5	2
% of Total	33%	42%		43%	50%	29%

In addition to these quantitative data, further information was collected by: (1) reviewing all pertinent documentation (see Appendix II, *References*); (2) carrying out

² The In-Country sample also includes one man, city unidentified, and one woman, city unidentified.

individual interviews and focus groups with selected former trainees; (3) attending a national follow-on conference in Cochabamba which included TFD trainees; (4) interviewing representatives of the Bolivian In-Country training institution, *Instituto de Desarrollo Empresarial y de Administración* (IDEA); and (5) interviewing USAID/Bolivia staff, including at least one representative from each technical office, on their experience with TFD trainees and/or with the Project in general. (See List of Contacts, *Appendix I*, for specific names of the above.)

2. EVALUATION FINDINGS: TARGETS AND GOALS, IMPLEMENTATION, AND IMPACT

a. Introduction: 1985, 1990, and 1995

In assessing the targets, implementation, and impact of TFD, it is essential to examine it in the context of the time in which it was designed and amended. USAID/Bolivia in 1995 is not the Mission of 1985, nor of 1990. Revisionist history -- evaluating TFD against today's standards -- is neither fair nor useful. However, it is important to extract lessons learned from the ten years of TFD for use in considering future training in USAID/Bolivia. These lessons learned and recommendations for the future are presented in the final section.

b. Project Targets and Goals and Support of Strategic Objectives

i. Goals and Purposes

SOW: Did the Project achieve its goal and its purpose?

The goal of TFD, which remained the same throughout the Project, was to:

... promote Bolivia's economic recovery and to enhance its democratic system.

The purpose of TFD, which also remained the same, was to:

... expand Bolivia's human resource base by increasing the number of U.S. trained individuals who occupy policy level and leadership positions in the private sector, the government, and the labor movement.

Although the initial goal and purpose may have been motivated by Cold War competition to train more potential leaders in free-market systems and democratic processes, the goal and purpose continued to be important, despite global political and economic changes. As the 1990 Evaluation stated, it is critical to have well trained human resources to "lead and support institutional developments."

Based on both quantitative and qualitative data analyzed, it is the judgment of the evaluation team that the answer to the question is a definitive, "Yes, the Project achieved its goal and purpose." The evaluation determined that a significant proportion of returnees are playing important roles in the government, in the private sector, and in public life. The details of the data collected which supports this conclusion, including

discussions of participants' leadership positions in the public and private sectors and examples of their present activities, are presented in Section 2.d., "Project Impact."

Another impressive fact is that all Long-Term trainees returned to Bolivia to work.³ Not only does this return rate belie the stereotype that people use overseas scholarships to escape from the economic problems of their own country, it also is in great contrast to the "brain-drain" concerns described in the 1985 Project Paper, "an exodus of Bolivia's most skilled policy-makers and private sector business leaders."

II. Outputs Achieved

SOW: Did TFD achieve its outputs in terms of numbers of trained returned participants in each of the Project component areas?

The original Project Paper had as its outputs: 30 persons in Long-Term training; 90 in Short-Term; 60 in the Democratic Awareness Program; and 4 in In-Country Seminars. These targets were revised by the 1990 Project Amendment and the 1993 and 1994 Project Implementation Letters to: 63 Long-Term; 160 Short-Term; and 160 In-Country.⁴

As the following table demonstrates, TFD met its targets in every area. In Short-Term and In-Country, the targets were exceeded, particularly for In-Country trainees, where the total was 211 percent greater than that targeted.

³ Two of the 63 are now in third-countries: one in Spain; the second in Venezuela. However, they moved on only after returning to Bolivia and not being able to find work equivalent to their training, primarily because of governmental changes.

⁴ The Democratic Awareness Program, which achieved its target of 60 trainees (30 men and 30 women), was discontinued in 1989, when it was replaced by the Andean Peace Scholarship Program.

Table 2.

SUMMARY OF TARGETED AND ACHIEVED OUTPUTS

Sub-Project	Targeted Outputs	Achieved Outputs	Differences between Targeted and Achieved Outputs / % of Target Achieved
Long-Term	63	63	0
% of Target Achieved			100%
Short-Term	160	172	11
% of Target Achieved			107%
In-Country	160	338	178
% of Target Achieved			211%
Democracy Awareness	60	60	0
% of Target Achieved			100%
TOTALS	443	633	189
% of Target Achieved			141%

As detailed in the tables in Section 2.d., *Project Impact*, trainees studied in and are contributing to the designated areas, particularly after the 1990 recommendations were put into effect.⁵

III. Targets Achieved By Sex: Women and Men Trained

SOW: Did the Project achieve its outputs in terms of the effort to recruit women?

Although no formal gender quotas were established in the Project design or the 1990 Amendment, the Amendment did state that "the recruitment of women will be emphasized." In addition, at least since the Semi-Annual Review (SAR) of March 1992, Length of Project Baseline numbers have shown male and female targets. The following table is based on these targets.

As the data show, the targeted outputs for women were met in the Short-Term and Democracy Awareness sub-components. In Long-Term, 75 percent of the target (15 women trained vs. 20 targeted) was met. In In-Country, which was expanded by 211 percent, the original target of 80 women was met and exceeded (80 vs. 108). However, when one considers the percentage of women trained, the targeted balance of 50 percent women and 50 percent men was not met. In the end, women were 32 percent of those trained; men, 68 percent.

⁵ As revised by the 1990 Amendment, the areas for Long-Term study were: economics; business administration; finance; public administration; selected areas of agriculture; engineering; other technical areas; and university professors. Short-Term areas were to remain more flexible, but they included: business management, finance, banking, export promotion, and international trade (1990 Project Amendment, p. 13).

Table 3.

TARGETED AND ACHIEVED OUTPUTS BY SEX

Sub-Project	Targeted Outputs	Achieved Outputs	Differences between Targeted & Achieved Outputs	% of Target Achieved
Long-Term				
Total	63	63	0	100%
Men	43	48	5	112%
% of Total	68%	76%	9%	
Women	20	15	(5)	75%
% of Total	32%	24%	(8%)	
Short-Term				
Total	160	172	11	107%
Men	120	131	10	108%
% of Total	75%	76%	1%	
Women	40	41	1	103%
% of Total	25%	24%	(1%)	
In-Country				
Total	160	338	178	211%
Men	80	230	150	288%
% of Total	50%	68%	18%	
Women	80	108	28	135%
% of Total	50%	32%	(18%)	
Democracy Awareness				
Total	60	60	0	100%
Men	30	30	0	100%
% of Total	50%	50%	0%	
Women	30	30	0	100%
% of Total	50%	50%	0%	

iv. Gender and Targets Not Achieved

SOW: In those instances in which the Project did not meet its targets, what were the apparent reasons for not meeting the objectives and how can USAID benefit from the lessons learned?

SOW: How did public and private sector institutions respond to the Project goal of nominating/sponsoring more women? Was there a subsequent impact on Project implementation and general attitudes regarding the inclusion of women?

(1) Discussion

As demonstrated above, the Project met its overall targets; however, it did not meet all the targets for women trainees. The Project Director reported that the recruitment of women faced two primary constraints. One was the difficulty women have in studying out of the country, particularly for long-term training, if they also have family and childcare responsibilities; the second was the number of women in the pool of potential leaders at the level of TFD professionals.

There were no reports of public- or private-sector institutions either promoting or constraining the nomination/sponsorship of more women. However, some recruitment techniques, which used these institutions as channels, did have negative effects on increasing the number of women. Recommendations for improving recruitment of women are presented in the section on Lessons Learned.

Interviews with former trainees verified that, for long-term training, family responsibilities are a major constraint. One long-term trainee, a divorced woman with two young children, had to make the sacrifice of leaving her children with her mother for the two years she was gone. Another long-term interviewee had no children and thus did not face this constraint.

On the other hand, women who were short-term trainees reported that they did not see domestic responsibilities as a major constraint. Most said that, although somewhat difficult, they were able to make suitable domestic arrangements for the four-to-six weeks of training and that the opportunity was worth the extra logistics. In addition, in other U.S. short-term training programs, such as the Caribbean and Latin American Scholarship Program (CLASP), women -- who had many fewer financial resources than TFD candidates -- were close to 40 percent of trainees.

The recruitment constraints for long-term women trainees are understandable. In addition, the following table indicates that they represent only 24 percent of upper-level professionals; consequently, the achieved output of 23 percent parallels the general pool. However, it is more difficult to understand the reasons for the one program which definitely did not meet the target percentages: In-Country (18 percent less women trained than targeted). This is particularly problematic, given the fact that training sessions were usually held in the city of the trainee and for relatively short time periods.

The constraint of available women in the pool would apply if the targets were 50-50; however, they were not, nor should they be for this population. The following table, based on the most recent census, shows that women are 24 percent of upper-level professionals in the public and private sector; 27 percent in the professional and intellectual sector; and 46 percent of mid-level technicians and professionals. These levels correspond, more-or-less, to the three sub-components of the Project: Long-Term, Short-Term, and In-Country.

Table 4.

PROFESSIONAL-LEVEL MEN AND WOMEN IN BOLIVIA ⁶

Category	Totals		Men		Women	
	N	% of Total	N	% of Category	N	% of Category
Directors of Government and Private Institutions	34,895	15%	26,473	76%	8,422	24%
Professionals, Scientists, and Intellectuals	50,481	22%	36,808	73%	13,673	27%
Mid-Level Technicians and Professionals	149,399	64%	81,407	54%	67,992	46%
Totals	234,775	101%	144,688		90,087	

(2) Lessons Learned

The Team recommends that future targets for women and men be based on their representation of that particular sector in the general population, plus an added percentage in order to promote women's participation in that sector. For example, targets of greater than 24 percent for long-term, high-level, professional training and at least 27-46 percent for short-term professional training, depending on the populations targeted and the impacts desired would be in order.

v. Regional Distribution

(1) Long-Term and In-Country Distribution

Although no regional quotas were set by the 1990 Amendment, it was recommended that the Project try to achieve a more equitable geographic distribution of trainees. The following Table 5 presents the regional distribution for Long-Term and In-Country trainees.⁷

As the numbers indicate, in the Long-Term sub-component, 68 percent of recipients were from La Paz; 11 percent from Santa Cruz; 8 percent from Cochabamba; and 13 percent from all other areas of the country. The subsequent Table 6 shows that these numbers do not reflect the general population distribution of the country. However, as

⁶ Source: República de Bolivia, Ministerio de Planeamiento y Coordinación, Instituto Nacional de Estadística, *Censo nacional de población y vivienda, 1992*, La Paz, May 1993.

⁷ Information on the regional distribution of the 171 Short-Term trainees was not available, and time constraints prevented the Evaluation Team from constructing its own data base.

the discussion related to that table also points out, in a program like TFD, the national distribution by university education and by centers of national-level leadership also need to be taken into account. In other words, the distribution of Long-Term TFD trainees most likely reflects the distribution of that particular population in the country.

The regional distribution for In-Country training more closely reflect that of the population as a whole; for example, 27% of trainees were from La Paz, which has 30% of the population as a whole. Since selection criteria for In-Country were not as narrow as for Long-Term, this is not surprising. For example, In-Country trainees did not need to "occupy policy level and leadership positions" at a high-status national level nor did they need to speak English fluently, as was the case for most Long-Term trainees.

Table 5.

REGIONAL DISTRIBUTION OF LONG-TERM AND IN-COUNTRY TRAINEES ⁸

City	Long-Term Trainees		In-Country Trainees		National Population	
	Total	% of Total	Total	% of Total	% of Total Population	% with University Experience
Cochabamba	5	8%	28	08%	16%	.87%
La Paz	42	68%	90	27%	30%	1.84%
Santa Cruz	7	11%	45	13%	17%	.39%
Other	8	13%	175	52%	37%	1.32%
Totals	62	100%	338	100%	100%	4.42%

Note: Information on Short-term Trainees was not sufficiently available in the Mission database to enable completion of this table.

(2) Lessons Learned: Regional Distribution in the Future

Like the distribution of training opportunities by sex, it is important to take into account the available pool of potential trainees in setting targets or quotas for future programs. As the following table shows, some Departments have not only a small percentage of the population but also a small percentage of persons with university experience. The Pando, for example, has only one percent (36,194 persons) of the total Bolivian population. Furthermore, of that total only slightly more than one percent (507) have any university training. La Paz represents the other end of the range: the Department is 30 percent of the total population (1,876,185 persons); of those men and women, 6.3 percent (116,323 men and women) have university experience.

⁸ Regional information on one Long-Term trainee was not available.

What this signifies for future regional training targets is that they should be determined by the demographics of the country and by the desired outcomes and targeted populations of the project.

Table 6.

BOLIVIAN POPULATION TOTALS AND UNIVERSITY EXPERIENCE ^{9 10}

DISTRIBUTION BY REGION AND SEX

POPULATION			UNIVERSITY EXPERIENCE			
			By Department		By Sex	
Departments	Totals by Departments	% of Total Population	Totals with Experience by Departments	% of Total Population	Totals with Experience by Sex	% of Total
					Total With Degree	80,683 1.00%
Beni	290,864	5%	6,108	.10%	Men	54,609 0.68%
Chuquisaca	514,515	8%	27,783	.44%	Women	26,074 0.32%
Cochabamba	1,013,839	16%	54,747	.87%		
La Paz	1,876,185	30%	116,323	1.84%	Total Without Degree	170,113 1.00%
Oruro	416,510	6%	25,824	.41%	Men	102,150 0.60%
Pando	36,194	1%	507	.01%	Women	67,963 0.40%
Potosí	832,850	13%	21,654	.34%		
Santa Cruz	1,086,424	17%	49,976	.39%		
Tarija	259,780	4%	13,509	.02%		
Totals	6,327,161	100%	316,431	4.42%		

vi. Contributions to USAID/Bolivia's Strategic Objectives

SOW: How has this Project supported the Mission's [1995] strategic objective of expanded economic opportunity and access? Are participants contributing to this objective?

⁹ República de Bolivia, Ministerio de Planeamiento y Coordinación, Instituto Nacional de Estadística, *Censo nacional de población y vivienda, 1992*, La Paz, May 1993.

¹⁰ The figures for "Total Without Degree" include 107,108 persons (59,035 men and 48,073 women) between 15 and 29 years of age who not yet completed their degree.

As discussed in the Introduction to this section, it is essential to examine TFD in the context of the time in which it was designed, 1985. At the time of the Project Paper, the Mission had four Objectives to which TFD was to contribute:

- stabilize the Bolivian economy;
- strengthen the country's democratic base;
- rationalize the nation's macro-economic policy framework; and
- expand the role of the private sector in the economy.

It is also useful to put the Project and its contributions to Strategic Objectives in the context of the consolidation of objectives which has gone on the last several years. For example, in 1988, the Mission had 15 Objectives, in contrast to the four of 1995.¹¹ Nevertheless, not only has the Project supported the Objectives of 1985, its participants have also contributed to those of 1995. These contributions are described in more detail in the section on Impacts, and the discussion in Lessons learned addresses the issue of linkages between training and Strategic Objectives.

c. Project Implementation

i. Introduction

As the achieved targets and the positive impacts of trainees indicate, the implementation of the TFD Project was more than satisfactory. The following reviews the implementation points of the SOW and then goes on to make suggestions for Lessons Learned.

ii. Implementation Structure

SOW: Was the implementation structure (USAID/GOB/USDA/PIET/CID/OIT/IDEA) appropriate to meeting Project targets and effecting impact?

SOW: Were there significant weaknesses or strong features evident in the implementation utilizing this approach?

SOW: What are the recommendations for improved Project implementation strategies for the future?

Although there were changes over the ten years of the Project (PIET, for example, became the only U.S. implementor), targets were met and effective impacts achieved. In the Questionnaire sample, TFD returnees were asked about any problems encountered that were the responsibility of PIET or USAID/Bolivia. Seventy-three percent of Long-Term and 82 percent of Short-Term Trainees responded, "No." The fact that so few problems were encountered indicates that the structure worked effectively. PIET

¹¹ Source: USAID/Bolivia, Action Plan, Fiscal Years 1995-1996, La Paz, April 1994, p. 8.

therefore proved to be an effective mechanism from the perspective of Trainee satisfaction as well as taking into account the high completion rate.

In terms of IDEA and In-Country training, the overall evaluation score of the 338 trainees was 3.6 on a 4.0 scale. This also bespeaks well for the efficiency and effectiveness of the In-Country training.

Weaknesses, Strengths, and Recommendations

Significant weaknesses in the implementation structure were not reported to the evaluation team in the day-to-day implementation under the mechanism used, and it appears to have been appropriate in light of the design of this project. However, experience in other USAID training projects, especially with recent efforts to design USAID training as a strategic tool to support Mission objectives, suggests that the model adopted here relegates the training contractor to a role of mere paper "processor." The growing understanding of development training sees it as a primary means to bring about desired institutional changes in support of the Mission strategic plan. The emerging implementation pattern uses trained in-country contractor staff as training design specialists who work with technical officers (or, in the new structure, with Strategic Objective teams or results package teams) to tailor specific training to targeted institutional changes. The Training Officer takes on a broader role as the "human capacity development manager," working with SO teams to establish the broader training needs of the Mission and to set the development training agenda. If training is construed largely as scholarship support, the TFD implementation mechanism, using a U.S.-based central contractor.

Evaluations such as these, in which it is clear that training-related development impacts are present and yet in which it is difficult to establish clear linkages between training outcomes and specific development objectives, reinforce the move to the structure described here.

Other important recommendations for changes in implementation are addressed in the following section and in Lessons Learned. These include improved strategies and implementation processes for Follow-On, a data management system, and recruitment of women.

III. Pre-Departure Orientation and Effectiveness of U.S. Training

SOW: Did the various components of Project implementation, such as pre-departure orientation and cross-cultural training in the US, contribute to effectiveness of the training and/or potential impact?

SOW: Were the participants able to perform at a satisfactory level during training?

Because the majority of TFD trainees in the U.S. went as individuals, pre-departure orientation was done on an individual basis. This orientation also improved after 1990, when the new Project Director became more familiar with the Project and trainees' needs. Furthermore, the U.S.-based cultural training was discontinued because of the relative level of sophistication of trainees and the need to cut costs.

The Questionnaire asked trainees how prepared they felt for their training experiences in the U.S. Forty-five percent of Long-Term trainees (which included those trained before 1990) replied that felt "not prepared" or "somewhat prepared." Fifty-six percent replied, "Prepared" or "Very prepared," Among Short-Term trainees (1991-1995), 48 percent replied "Somewhat prepared"; 52 percent, "Prepared" or "Very Prepared."

Although this almost 50-50 split may indicate that clearer pre-departure orientations for TFD-like trainees would be in order, it did not affect the overall effectiveness of the Project or the satisfaction of the trainees with the Project. Ninety-seven percent of Long-Term and 87 percent of Short-Term trainees were "Satisfied" or "Very Satisfied" with the Project. This, and the relatively low number of problems mentioned above, also indicate that they were able to perform satisfactorily during training.

iv. Monitoring and Selection Criteria

SOW: Was there sufficient monitoring of the Project as it was being implemented?

SOW: If there was, were lessons learned accommodated and recommended changes implemented?

SOW: What role, if any, did selection criteria, US monitoring, and other implementation policies play in ensuring optimal participant performance? (Under this category, a difference should be established between trainees before and after 1990, when major adjustments were made and incorporated in the recruitment, selection, and monitoring processes.)

Project monitoring was carried out following the guidelines laid down in the Project Paper and in Handbook 10, including evaluations completed by returned trainees. Changes were also made over time to accommodate to the Project Amendment, evaluation recommendations, Project Implementation Letters, and other shifts, including socioeconomic changes in Bolivia.

The 1990 evaluation of TFD concluded that participant monitoring had been somewhat weak prior to that date and recommended a heightened level of monitoring. The new Training Officer, who took on her duties in that same year, took on as one of her tasks an active interchange with PIET. Project files indicate frequent and detailed communication between USAID/Bolivia and the training contractor's office in Washington. Further, the TFD project assistant took the monitoring task seriously. The high percentage of post-1990 participants who felt that their training problems were adequately addressed (see above, section 2.c.ii.) reinforces the conclusion that monitoring was satisfactory.

As was also true of selection criteria, a difference was seen after 1990, when the Project was amended and the new Project Director had more experience. As described in another section of this evaluation, after 1990, no Long-Term trainees were found who did not meet the guidelines set up by the Project Paper and Amendment.

v. Private Sector Trainees

SOW: How responsive was the Project to private-sector training needs?

The Project was very responsive to private- and NGO-sector training needs. Among Long-Term trainees in the sample, 30 percent were in the private or NGO sector; among Short-Term, 53 percent; and among In-Country, 52 percent.

vi. Follow-On Activities

SOW: Have the efforts to include trainees in follow-on activities rendered any results impact in terms of a multiplier effect and support to development efforts?

SOW: What are the recommendations for improved project implementation strategies for the future?

(1) Follow-On Activities as a Part of Training Design and Implementation

Increasingly, studies on the effectiveness of training are calling for making Follow-On an integral part of the design and implementation of projects.¹² These studies show that Follow-On programs (1) enhance technical and academic training and (2) dramatically expand and increase the multiplier effects of trainees. In addition, well-designed Follow-On can further the achievement of Mission Strategic Objectives, as well as guarantee the Mission investment in training. A Follow-On program also supports monitoring and evaluation activities.

(2) History of TFD Follow-On Program

The Training Division has been carrying out a first-time experiment in designing and implementing Follow-On activities for Division alumni. Follow-On began in 1989 as a designated activity of APSP. (Follow-On was not a part of the TFD 1985 Project Paper nor of the 1990 Amendment.) However, in 1994, a small amount of additional funding became available, and a decision was made to integrate the Division's Follow-On activities; that is, to involve returnees of all Division projects, including TFD. Since that time, TFD alumni have been a part of Follow-On activities, though in limited numbers. (See discussion below on "Incentives to Participate.") Activities such as networking meetings, regional meetings, a bi-monthly bulletin, and small grants to alumni which fund selected "multiplier" activities are among those in which a small number of TFD alumni have participated.

¹² See, for example, the following:

- Aguirre International, Follow-On in the Caribbean and Latin American Scholarship Program (CLASP) Missions: A Snapshot of Today and a Glimpse of Tomorrow, Vol. IX:94-02, August 1994.
- USAID/Bureau for Latin American and the Caribbean, Office of Development Resources, Education and Human Resources Division, Follow-On, CLASP Newsletter, II:2, October 1994.

(3) Findings from the Questionnaire Sample

In the questionnaire, respondents were asked whether they had participated to any degree in the Training Division's Follow-On Program. More than 64 percent of Long-Term trainees and 50 percent of Short-Term and In-Country trainees responded, "Yes." Even more important for future implementation strategies, people were asked what type of follow-on activities would be the most useful.

The most requested follow-on activity was workshops and seminars specific to their technical area: 65 percent of Long-Term, 73 percent of Short-Term, and 54 percent of In-Country.¹³ The following presents these and other responses concerning Follow-On. As noted below, the current Follow-On Program, because of lack of resources and because its Follow-On strategies were not designed for a TFD population, has not been able to meet the needs expressed below, almost all of which related to technical areas of training.

Table 7.

QUESTIONNAIRE ITEMS AND RESPONSES CONCERNING TFD FOLLOW-ON ACTIVITIES

Question	Long-Term			Short-Term			In-Country		
	Total Yes & No	Total Yes	% of all Yes & No	Total Yes & No	Total Yes	% of all Yes & No	Total Yes & No	Total Yes	% of all Yes & No
In which of the following activities have you participated since your training?									
. Participation in a formal meeting of the Follow-On Program	33	21	64%	22	11	50%	22	11	50%
What type of follow-on activities would be most useful to you?									
. Seminars or workshops related to technical area of training	31	20	65%	22	16	73%	24	13	54%
. Association of former trainees	31	18	58%	22	12	55%	24	9	38%
. Professional literature	31	17	55%	22	16	73%	24	4	17%
. Information bulletin	31	17	55%	22	14	64%	25	10	40%
. Seminars or workshops on other topics	31	8	26%	22	3	14%	23	10	43%

¹³ This response is similar to that of returned CLASP trainees, 80 percent of whom favored concrete seminars in technical areas.

(4) Lessons Learned: Recommendations for the Future

The gap between what TFD alumni find important and what the Follow-On Program has been able to do to date with limited resources raises several issues for future Follow-On strategy and planning.¹⁴ These include:

- Determining Incentives for Participation
- "Integrated" vs. Technically-Specific Activities
- Usefulness of TFD Alumni to USAID/Bolivia
- Follow-On as a Part of Mission-Wide Training Strategy

- Incentives for Participation

An issue that was raised by all stakeholders in this evaluation, from USAID staff to TFD alumni, was: "What are the incentives for TFD alumni to participate in a formal Follow-On Program?" The TFD population is one which is busy; has successful networks independent of a USAID alumni association; in general, is not looking to USAID for more money; and does not need the kind of reinforcement of training that APSP/BPSP alumni might. These parallel the constraints to raising the participation rates of TFD alumni in follow-on activities which the Project Director expressed.

However, as responses to the questionnaire indicate, TFD alumni are very interested in technical information in their field, either through seminars or printed material. This presents an important opportunity to (1) build on the technical expertise of the training and (2) increase linkages between the technical offices of USAID/Bolivia and decision-makers in the public and private sectors.

One response would be carefully designed, technically-specific, occasional seminars which would bring together USAID/Bolivia staff, the government, the private sector, and appropriate TFD alumni around a prestigious speaker or state-of-the-art presentation. Supervisors or colleagues of alumni should also be included -- thereby reinforcing the position of the alumnus/a in his or her institution. It is essential, however, that these seminars be planned by experts in the field so that they are truly useful. An additional mode would be bulletins which include technically-specific state-of-the-art information.

• "Integrated" vs. Technically-Specific Implementation Strategies

A second issue is: Does an "integrated" approach -- including all trainees, regardless of professional level or technical area -- have more impact than one in which smaller, more specific, groups are brought together around a clearly designated topic? As outlined above, the Evaluation Team would suggest smaller, fewer, activities which are more technically specific. These activities need not exclude trainees from other Training

¹⁴ An evaluation the USAID/Bolivia CLASP project presented useful recommendations regarding Follow-On for that population. These suggestions should be taken into account in any future planning for Follow-On. See, Aguirre International, Impact Evaluation of CLASP in Bolivia, for USAID/Latin American and Caribbean Bureau, Office of Development Resources, Education and Human Resources Division, Rosslyn, VA, March 1993.)

Division projects nor the Technical Offices; rather, they should be organized around topic rather than training project.

For example, in the Cochabamba regional meeting of May 1995, which included 62 Training Division alumni, the agenda consisted of former trainees presenting reports on the projects they had developed with Follow-On support and of the larger group dividing into four topical groups to discuss potential plans for future action.¹⁵

Technical information at a suitable level of sophistication for TFD alumni was not included, nor was it the appropriate place to do so. On the other hand, many TFD interviewees commented during the evaluation that they have not participated in the Follow-On Program because there is no incentive to do so: they do not learn enough or gain enough professionally to make the investment of time worthwhile. In addition, although a small percentage of TFD alumni currently are on the distribution list for the *Boletín*, interviewees who do receive it said that it did not give them sufficient information to make the USAID financial investment worthwhile.¹⁶

As one TFD alumna said, "I've attended more than one Follow-On activity. I don't find the 'social' events useful. Those with some technical information are better, but the level isn't very high. If funds are limited, I think a strategy should be followed, based on a needs assessment, which focuses on those activities which have the greatest multiplier effect for former trainees."

• Usefulness of TFD Alumni to USAID/Bolivia

Follow-On activities can be of use not only to former trainees, they can also assist USAID/Bolivia. As stated again and again in this evaluation, TFD alumni -- as well as many other USAID/Bolivia trainees -- are knowledgeable individuals who occupy positions of influence in the public and private sectors. A well-designed Follow-On Program can link this pool of expertise with decision-makers in USAID/Bolivia, thereby benefitting both groups.

• Follow-On as a Part of Mission-Wide Training Strategy

As with many of the recommendations concerning lessons learned, the suggestions made here concerning Follow-On should apply to all USAID/Bolivia trainees, not just those of the Training Division.

Summary

This section addresses what sort of Follow-on program might be useful for TFD alumni and answers indirectly the SOW question, *Have the efforts to include trainees in follow-on*

¹⁵ The 11 TFD alumni in attendance represented 17 percent of the total attendees and 5 percent of all TFD former Long-Term and Short-Term trainees.

¹⁶ Because of limited funds -- and because the addresses of more than 50 percent of former trainees were not known -- the *Boletín* was sent only to Long-Term trainees who were known to the Training Division.

activities rendered any results impact in terms of a multiplier effect and support to development efforts? The evaluation recognizes that Follow-on was designed for the CLASP projects and was only recently extended to TFD. Some TFD alumni *have* taken advantage of Follow-on resources to act as multipliers. However, this section suggests that Follow-on for TFD would require some reformulation to extract greater development impact.

vii. Data Management Systems and Links with Strategic Objectives

One of the recommendations of the 1990 evaluation that, in turn, was included in the 1990 Amendment was that a management information system for TFD be introduced. Partially because of technological constraints, that system has never functioned well. The following summarizes the limitations of the existing system, describes a new Global Bureau activity to rectify this, and makes a recommendation for tracking training impacts in the future.

(1) Why Tracking Training Impacts Is Important

Training is one of the most used tools for attaining sustainable development. However, little has been done to systematically relate training to the attainment of development objectives and program outcomes. Too often, training is an afterthought in the project development process, with little attention given to who should receive training, how training will contribute to development goals, and to the management and monitoring of training as a relevant development tool. The clearer linkage of training with Strategic Objectives has two components:

- General process for relating training programs to Strategic Objectives. This is addressed in more detail in the last section on Lessons Learned.
- Integrating a useable data management system into strategic planning and into monitoring and evaluation processes. Unless an accurate data base of trainees is maintained, it is not possible to measure their impact nor their links with Strategic Objectives. Furthermore, without a useable data management system, efficient and equitable Follow-On activities are not feasible.

(2) Background

The monitoring of participant training activities has evolved over the last several years as both technology and USAID requirements have changed. As human capacity development activities are refined, information systems will continue to evolve to allow for better planning, monitoring, and evaluation of this strategic resource.

USAID/Bolivia has been using a "user-unfriendly" system called PTMS/88 (Participant Training Management System, devised in 1988) to track TFD alumni. The system has not been successful, and, consequently, the TFD data base is very far from complete or accurate. Although the Evaluation Team felt that an alternate system (such as a merge program in WordPerfect) could have been instituted internally, this was not the Agency standard. Fortunately, the Human Capacity Development Center of the Global Bureau

(G/HCD) is supporting pilot efforts to improve the tracking system, and USAID/Bolivia is one of the countries targeted for testing the new PTMS model.

(3) New Pilot Activity

Within the month, USAID/Bolivia will be receiving more information about this new pilot activity. Meanwhile, a summary follows:

The Global Bureau, Human Capacity Development Center, is supporting pilot Mission-specific efforts to better plan, manage, and integrate training in support of Strategic Objectives and Program Outcomes. The first of two activities under this effort relates to the development of a strategic planning process for designing and programming USAID-funded training in line with Mission Strategic Objectives. Pilot sites addressing related issues are Indonesia, Morocco, and Ecuador.

The second activity relates to integrating participant training data management with the strategic planning process and providing the ability to assess performance. The pilot activity to provide for improved measurement of human capacity development will be carried out in 15 Missions, including Bolivia. The overall effort will be implemented as a Human and Educational Resources Network Support (HERNS) activity.

(4) Lessons Learned: Recommendations for the Future

The weakness or nonexistence of systems for tracking training impacts and links with Strategic Objectives is not unique to the Training Division. It was the impression of the Evaluation Team that, although many Technical Offices carry out effective participant training as a part of their projects, almost none compile any data on these trainees or their impacts. In addition, there is no Mission-wide data base on trainees and their contributions.

Since Strategic Objectives and their related Program Outcomes cross-cut Mission Offices, it is recommended that USAID/Bolivia develop a Mission-wide strategy and implementation system for measuring the contributions of trainees and assessing their links to Outcomes. This could be done using the technical expertise and support of G/HCD.

d. Project Impact

1. Introduction

TFD alumni have been exceptional in the impact they have had in Bolivia. Without a doubt, they fulfill the Project purpose of being "trained individuals who occupy policy level and leadership positions in the private sector, the government, and the labor movement," particularly among those who received Long-Term training.

ii. Who Are the TFD Alumni?

Table 10 presents a portrait of TFD alumni and their responses to Questionnaire items related to Project Impact. To summarize:

- Long-Term trainees studied an average of 18 months; 12 percent are in high positions in the national government (as opposed to mid-level), 48 percent are executives, and 15 percent are technical specialists; their average monthly salary is US\$ 2,144.
- Short-Term trainees studied an average of 1.7 months; 5 percent are in high-level national government positions, 20 percent are executives, and 25 percent are technical specialists; their average salary is US\$1,589.
- In-Country trainees studied an average of 0.36 months; 19 percent are in local or regional government, 24 percent are executives, and 19 percent are technical specialists; their average salary is US\$790.

A caveat: although the table gives responses from Long-Term, Short-Term, and In-Country respondents, it is essential to point out that each sub-component is designed for a different target population and has different outcomes. Each has benefits and disbenefits; the choice of training type will depend on the objective of the training.

(1) Areas of Long-Term and Short-Term Training

Except for two alumni who began studies before the project was amended and selection processes re-shaped, all TFD trainees studied in the designated areas of Economics, Finance, Business, Public Administration, Selected Areas of Agriculture/ Environment, and University Professors. The following table gives the areas of expertise of Long-Term trainees.¹⁷

¹⁷ Data on specific areas of training for Short-Term trainees were not available. The sample, however, showed the following distribution: Business, Economics & Finance, 14%; Physical Science (including agriculture and environment), 38%; Social Science, 43%; and Other, 5%.

Table 8.

LONG-TERM TFD TRAINEES BY STUDY AREAS, 1986-1995

Area of Study	Long-Term Trainees	
	Number	% of Total
Business, Economics, & Finance	39	61.9%
Public Administration	11	17.5%
Physical Sciences (including agriculture & environment)	6	9.5%
Social Sciences	4	6.3%
Other	3	4.8%
Totals	63	100%

(2) Areas of In-Country Training

The next table presents information on the short-term training courses given by IDEA. As noted above, all courses were in the area of business management. A summary includes:

Total persons trained:	338
• Total of men:	68%
• Total of women:	32%
• Total from public sector:	48%
• Total from private sector:	52%
• Total from Cochabamba:	8%
• Total from La Paz:	27%
• Total from Santa Cruz:	13%
• Total from Other:	52%

Table 9.

IN-COUNTRY SEMINARS AND TRAINEES ^{18 19}

Date	City	Topic	Total Months of Training	Average Evaluation Score of Training	Participants								
					Total	Total Men	% of Total	Total Women	% of Total	Public Sector	% of Total	Private Sector	% of Total
April 1992	La Paz	Management Skills for Women	0.11	3.45	16	0	0%	16	100%	5	31%	11	69%
Aug. 1992	La Paz	SEMLA	0.74	3.56	30	21	70%	9	30%	20	67%	10	33%
July 1993	Pando	Small Business Management	0.57	3.82	40	28	70%	12	30%	32	80%	8	20%
July 1993	Oruro	SEMLA	0.74	3.69	31	22	71%	9	29%	18	58%	13	42%
Aug. 1993	Santa Cruz	Environmental Concepts	0.23	3.59	22	19	86%	3	14%	8	36%	14	64%
Aug. 1993	Tarija	Marketing Management	0.23	3.81	49	30	61%	19	39%	17	35%	32	65%
Sept. 1993	Sucre	Project Management	0.45	3.40	29	24	83%	5	17%	7	24%	22	76%
May 1994	La Paz	SEMLA	0.74	3.45	22	17	77%	5	23%	13	59%	9	41%
Sept. 1994	Cocha - bamb a	Management of Human Resources	0.14	3.69	28	16	57%	12	43%	8	29%	20	71%
Sept. 1994	La Paz	Management Skill Development	0.14	3.39	22	18	82%	4	18%	7	32%	15	68%
Sept. 1994	Santa Cruz	Human Relations for Supervisors	0.11	3.78	23	18	78%	5	22%	19	83%	4	17%
Sept. 1994	Oruro	Organization & Methods	0.11	3.59	26	17	65%	9	35%	9	35%	17	65%
Totals			0.36	3.60	338	230	68%	108	32%	163	48%	175	52%

¹⁸ SEMLA = University of Pittsburgh's *Seminars for Latin America* (Design, Evaluation, and Implementation of Policies, Programs, and Projects)

¹⁹ Each seminar was evaluated by participants on a 4.0 scale for: (a) overall score; (b) trainees' evaluation of instructors; and (c) instructors' evaluation of trainees.

III. Socioeconomic Profiles and Professional Impacts of Training

SOW: Did the training lead to: enhanced job performance; better jobs; better economic compensation; professional growth?

SOW: If returned participants were not more effective in the above mentioned spheres, what were the constraints that participants encountered?

The following table indicates a number of ways that all TFD sub-components training resulted in enhanced job performance, economic compensation, and professional growth. No major constraints were noted by respondents.

For example:

- 100 percent of Long-Term, 81 percent of Short-Term, and 71 percent of In-Country trainees believed that the training was useful or very useful in improving professional capacity. 85 percent of Long-Term, 72 percent of Short-Term, and 80 percent of In-Country believed that it increased their technical knowledge. And 92 percent of Long-Term, 82 percent of Short-Term, and 87 percent of In-Country gained new ways to apply this knowledge.
- 82 percent of Long-Term, 75 percent of Short-Term, and 77 percent of In-Country trainees have been able to directly use training in their current work.
- The average monthly increase in salary since the training has been US\$838 among Long-Term and US\$626 among Short-Term.²⁰

²⁰ It should be noted, however, that given the ten-year time frame of the Project and the general growth of professional salaries in Bolivia, it is difficult to ascribe all this change to the training.

Table 10.

**SOCIOECONOMIC PROFILES OF TFD ALUMNI, IMPACTS OF TRAINING,
AND SATISFACTION WITH TRAINING**

Topic	Long-Term (1986-1995)	Short-Term (1991-1995)	In-Country (1992-1994)
	% of Total	% of Total	% of Total
Average Length of Study (months)	18	1.7	0.36
Average Age in 1995	35	39	41
Area of Study			
. Business, Economics, Finance, & Public Administration	63%	14%	NA
. Physical Science (Includes agriculture & environment)	22%	38%	NA
. Social Science	13%	43%	NA
. Other	3%	5%	NA
Positions and Institutions			
. National government	12%	5%	0%
. Local/regional government	3%	5%	19%
. Executive	48%	20%	24%
. Mid-level Manager	15%	5%	10%
. Technical Specialist	15%	25%	19%
. Supervisor	6%	20%	0%
. High School Principal	0%	5%	14%
. Teacher	0%	5%	14%
. Other	0%	10%	19%
Salary			
Average Monthly Salary Before Training	US\$ 1,306	US\$ 963	992
Average Monthly Salary After Training	US\$ 2,144	US\$ 1,589	US\$ 790 ²¹
Change Over Time	US\$ 838	US\$ 626	US\$ (202)

²¹ In the In-Country sample, 3 of the 26 respondents were unemployed at the time of the sampling. Consequently, their salary is US\$00, which lowers the average.

Enhanced Job Performance and Professional Growth			
How much have you been able to use your training in your work?			
. Much	52%	70%	59%
. Very much	30%	5%	18%
How would you rank your training with respect to the following:			
Professional capacity			
. Useful	25%	36%	38%
. Very useful	75%	45%	33%
Technical knowledge			
. Useful	33%	27%	38%
. Very useful	52%	45%	42%
New ways to apply knowledge			
. Useful	39%	55%	38%
. Very useful	52%	27%	29%
Improve leadership capacity			
. Useful	36%	27%	29%
. Very useful	45%	59%	42%
Quality of Training			
How would you compare the training you received in the U.S. with what you expected to receive?			
. Worse than expectation	3%	9%	NA
. Equal to expectation	44%	50%	NA
. Better than expectation	53%	41%	NA
In general, how would you evaluate your level of satisfaction with the USAID scholarship?			
. Satisfied	39%	55%	44%
. Very satisfied	58%	32%	40%
Multiplier Effects			
Have you shared with others the knowledge gained in your training?			
. Yes	91%	100%	83%

iv. Public and Private Sector Trainees

SOW: Were participants recruited from the public sector able to return to their jobs or advance within their public sector agency?

SOW: Have public-sector trainees moved into the private sector?

SOW: If so, are they still applying the training and taking on leadership activities on the job?

In Bolivia, the boundaries between the public and private are very fluid: individuals move back and forth between them. One important reason is that because there is not a large civil service, electoral changes are accompanied by major shifts in public office holders. Despite this and the ten-year timeframe for Long-Term trainees, the rate of public and private sector participation rates remained relatively stable in the sample. Participation in the public sector went down 5 percent among Long-Term trainees; stayed the same among Short-Term; and went up 4 percent among In-Country. The minor changes in sector were not accompanied by significant changes in leadership activities nor in ability to use the training on the job.

Table 11 presents the data on sectoral shifts.

Table 11.

PUBLIC, PRIVATE, AND NGO SECTOR EMPLOYMENT

Sector	Long-Term		Short-Term		In-Country	
	Percentage	Change	Percentage	Change	Percentage	Change
Sector Before Training						
. Public	70%		27%		46%	
. Private	18%		32%		42%	
. NGO	12%		41%		12%	
Sector After Training						
. Public	65%	(5%)	27%	0%	42%	(4%)
. Private	21%	3%	32%	0%	46%	4%
. NGO	14%	2%	41%	0%	12%	0%

v. Critical Mass Factor

SOW: Was there a critical mass factor? That is, in those cases where a group of individuals were trained from a given sector or institution, did there appear to be a greater impact in the institution and/or sector than in those instances in which only one or two individuals were trained?

The evaluation team was not able to assess whether a critical mass factor existed, primarily because all trainees were recruited as individuals, most were trained as individuals (except for the IDEA In-Country seminars), and none were a part of a "critical mass" in their institutions. However, as other data indicate, many have had significant impact in their sector and/or institution.

It should also be noted that in interviews, many noted that having colleagues with a similar point of view and/or training makes replication efforts far easier. Not only does one have collegial support, it is often easier to design and implement a replication activity when more than one person is involved. This also links with the recommendation for more training in groups presented in the final section under more effective use of USAID/Bolivia resources.

vi. Trainees and "Multiplier" Effects

SOW: Did the individual attain skills/ attitudes that permitted him/her to be more effective in acting as a "multiplier" of training at his/her job; the participant's institution; the broader sector; the participant's community?

SOW: If returned participants were not more effective in the above mentioned spheres, what were the constraints that participants encountered?

As the responses in Table 10 and the examples from the case studies indicate, trainees clearly replicated their training in a number of settings. Ninety-one percent of Long-Term, 100 percent of Short-Term, and 83 percent of In-Country trainees said that they had shared their training. This is also supported by their assessment of training improving their leadership skills, an essential ingredient in successful replication: 92 percent of Long-Term believed that it was useful or very useful in improving leadership capacity; 86 percent of Short-Term; and 81 percent of In-Country.

In addition, as the narratives of the following case studies point out, acting as a "multiplier" takes place in a range of informal and formal ways. Interviews with other alumni further verified this.

vii. Case Studies of TFD Alumni and Their Contributions

SOW: Were there examples of particularly successful achievements/ innovative results?

SOW: What contributed to these?

TFD's purpose was to increase the number of U.S. trained individuals who occupy policy level and leadership positions in the private sector and government. Among trainees, there are many particularly successful examples. Five case studies follow.²² Factors in their success included (1) the selection of highly motivated who were in positions in the public and private sector which enabled them to return to Bolivia and build on the training and (2) high quality training.

²² Anonymity was guaranteed to all former trainees who were interviewed. Consequently, the following names are pseudonyms.

- **Carlos Reyes, *Promoting Judicial Reforms (Long-Term)***

A lawyer, trained at the national university in La Paz, Mr. Reyes had always been interested in promoting judicial reform in Bolivia, particularly for the poor. However, as the son of a low-income family, he had not the opportunity to study or travel outside of the country and investigate other juridical models. A TFD long-term fellowship gave him that chance, and he has put what he learned into action.

At the time of receiving his grant to study criminal law, Mr. Reyes was working as a district judge in the Ministry of Public Affairs and also teaching at the national university. In his long-term coursework, he ranked first of the thirteen students, and returned to Bolivia to take up a higher judicial post within the government. Two months later, he received an invitation from USIS to join a group of twenty Latin Americans (eight from Bolivia) to study first-hand the U.S. judicial system for six-weeks. That short-term training built on the earlier long-term work and resulted in several impacts:

- Promoting the formulation of a public defense system, which is now in place and functioning.
- Encouraging the adoption of the law abolishing imprisonment for debt (*Ley de Blattmann*).
- Actively working for continuing legal reform in Bolivia, particularly through an informal network -- based primarily on the experiences of the USIS training -- of lawyers, judges, legislators, legal professors, and government judicial officials which cross-cuts party lines.

Mr. Reyes is very clear that, for him in particular, the TFD training gave him the opportunity to play a more significant role in promoting the reform of key democratic institutions and practices in Bolivia and that, for the country in general, study outside of the country has raised the level of discussion among professionals in the field and encouraged the current internal debate about Bolivian legal reform.

- **Rina Gonzalez, *Encouraging Economic Growth (Long-Term)***

Ms. Gonzalez is a case study of a woman who overcame initial academic problems in the U.S., who made the sacrifice of leaving her children, and who is now successfully passing on the knowledge learned through her position as a professor of economics at a national university.

Ms. Gonzalez, who had moved from being an outstanding student in economics at a national university to being the head director of planning for her provincial city and a member of the Economics Faculty, had been systematically looking for a fellowship to study economics outside of the country. She saw a TFD notice in the local newspaper, applied, and was accepted. However, as a divorced mother of two young children, she was told she could not take along her children because there would be no one to care

for them. The opportunity was important enough to her that she made the decision to leave them, in the care of her mother, for the two years she was gone.²³

Although accepted by several leading U.S. universities for their masters' programs, a review of her Bolivian training showed that she needed remedial U.S. training in macroeconomics before beginning the regular program. But, despite her successful completion of this summer program, her first fall semester grades ranged from a "B," two "C's," to three "Incompletes." However, by the end of the second year, she had graduated with *Cum Laude* recognition from the American Economics Association.

Since her training, she has returned to her university as Chair of the Economics Faculty, where, as she wrote in her initial application, she continues to "form new generations of professionals in economics, finance, and administration."

- **Jorge Almanza, *Guiding Economic Reform (Long-Term)***

Mr. Almanza is using his Long-Term training in Economics and Public Administration in another area of the Bolivian public sector, economic and financial reform at national and international levels.

Before the TFD fellowship, he had already achieved professional success, first in the private sector with an international bank and then as a financial consultant to the United Nations. However, his ability to further democracy and economic growth in Bolivia was considerably enhanced by the TFD master's in Public Administration at a prestigious U.S. university.

After his return to Bolivia, he was appointed to the Central Bank of Bolivia with particular responsibility for negotiating the national debt. Although he had had the opportunity for international study before the fellowship, the training gave him increased technical understanding of economic and public administration issues while at the same time it positioned him in a international network of economic leaders. Both were essential for successfully carrying out his post-fellowship professional responsibility of effectively representing Bolivia on the issue of the national debt. Though no shrinking violet before the fellowship, Mr. Almanza's confidence in his technical and personal abilities to serve as the representative of a small Latin American country in the sophisticated world of international finance was considerably increased through the training. In turn, the economic reforms of his country were better served.

- **Susana San Martin, *Effecting Institutional Strengthening (Short-Term)***

Ms. San Martin, who works with an internationally-funded non-governmental organization (NGO), attended a four-week course in the U.S. on strategic planning,

²³ Although her family was considered upper-middle-class in Bolivia, with a household income of US\$360 a month, she could not have used her own resources for U.S. childcare. It should be noted that this discrepancy between sociocultural status and household income is not unique to Ms. Gonzalez and that the "lifestyle" of upper-middle-class Bolivians cannot be directly compared with the "lifestyle" of upper-middle-class North Americans. In other words, having a maid and/or higher social status in Bolivia does not equal having a high monthly income or capital, particularly sufficient funds to do long-term study outside of Bolivia.

management, and implementation. She had previously attended other seminars outside of Bolivia but found this training "the best that I have experienced."

More important, she has passed on the information learned to a variety of other audiences. As she stated:

From the beginning, our understanding was that we would re-transmit this course in as many ways as possible. Therefore, I selected the most important and most interesting material and methodologies and have passed them on to others through courses I've been giving here in the city and in rural areas. These are people who, in turn, are passing on the material and methodologies to others.

In addition, in the training, I improved a new rural development project on which I had been working, and it now looks as though it will be funded by another donor.

- **Walter Cabrera, Transferring Sustainable Environmental Technologies (Short-Term)**

Mr. Cabrera, who previously worked in the public sector and now works as an independent consultant, participated in a six-week U.S. training on specific agricultural techniques. In assessing his training experience, he said:

As an technical specialist, I was, of course, attracted to learning about the latest in my field. But, in retrospect, I think that I learned perhaps even more from the general way of doing things that surrounded me in the U.S. It has helped me to carry out much more useful technology transfer here in Bolivia. It also made me determined to open up my horizons, look for new ways to do things, and improve the ways I communicate technological change.

I think that we rural specialists are the intermediaries between modern technology and people who are starting to open themselves to new ideas. Because of the training -- particularly because of the general ambience of being in the U.S. and of the methodology, not just because of the technical material itself -- I know that I am doing a better job.

3. CONCLUSIONS

The Training for Development Project met its targets and goals, falling behind only in the percentage of women trained in two sub-components. It was satisfactorily implemented, and its impact has been considerable. Although it is not recommended that the Project continue in its current form as a "stand-alone" project, it is strongly recommended that long-term and short-term U.S.-based training be continued where needs assessments show a lack of critical mass of trained professionals. As described in more detail in the final section on Lessons Learned, this training should be based on the Strategic Objectives and Program Outcomes of USAID/Bolivia.

a. Project Targets and Goals and Support of Strategic Objectives

Summary: The Project met its targets and goals, and its alumni support the Strategic Objectives of USAID/Bolivia in both the private and public sectors. However, it did not meet its targets for women trainees in the Long-Term and In-Country sub-components.

b. Project Implementation

Summary: As measured by targets met and impact of TFD trainees, Project implementation was satisfactory.

c. Project Impact

Summary: Even though measuring Project impact was not a part of the Project design, the Evaluation Team found that TFD trainees have had significant positive impact on their institutions and, in turn, on the Bolivian public and private sectors. They are clearly "individuals who occupy policy level and leadership positions."

4. LESSONS LEARNED AND RECOMMENDATIONS FOR THE FUTURE

a. Introduction

Although the following recommendations grew out of TFD, they are applicable to training in the Mission in general and, most certainly, to a Mission-wide training strategy. They include:

- Link Training with Strategic Objectives and Technical Offices
- Include Impact Measurement as a Part of Training Design
- Implement a Mission-wide Data Base on Trainees and Their Impacts
- Increase Equitable Distribution by Sex and by Region
- Include Follow-On as an Integral Part of Training Design and Implementation
- Increase Efficient and Effective Use of USAID/Bolivia's Overall Training Resources

These issues cross-cut Mission Technical Offices and Strategic Objectives; furthermore, training takes place within Technical Offices, not just within the Training Division. Therefore, it is recommended that a Mission-wide Needs Assessment be carried out in order to develop a Mission-wide Strategic Training Plan which will encompass all Offices of USAID/Bolivia, including the Training Division.

b. Link Training with Strategic Objectives and Technical Offices

Human resource development projects should not be a separate sectoral activity but, rather, a development tool which supports the efforts of the Technical Offices and are part of a Mission-wide training Strategy. Training projects or components must demonstrate how they support Strategic Objectives in concrete ways by specifying the expected outcomes for training groups and how those outcomes relate to the broader Objectives.

Future training projects or components should evolve as a result of a human resource Needs Assessment in each of the four Strategic Objectives of USAID/Bolivia. The Technical Offices responsible for particular Objectives, in conjunction with the Training Division, should identify where a critical mass of trained professionals is still necessary in order to maintain sustainable development in that area. In turn, training programs (long-term, short-term, and/or in-country) should be designed around those needs and objectives.

For example, in regard to the Objective of Population, Health, and Nutrition, it was reported that, although Bolivia has many well-trained M.D.'s, few have training in management. Consequently, there are not enough medical professionals who are able to administer efficiently and effectively the health programs which will "improve family health throughout Bolivia." Another example relates to the Objective of Democracy and Governance. Although Bolivia has many lawyers, very few have received the training which allows them to put the Bolivian legal system into a broader perspective and to work toward building "improved effectiveness and accessibility of key democratic institutions and practices."

The Training Division has the capacity to assist Technical Offices in helping to design effective, Strategic Objective-specific training. And the new G/HCD activity on the development of a strategic planning process which links designing and programming training with Strategic Objectives can offer additional technical assistance.

c. Include Impact Measurement as a Part of Training Designs

Because TFD was designed in 1985, measuring impact was not an integral part of the project design. However, in 1995, it is central to all USAID activities. On the other hand, the Evaluation Team received the impression that measurement of impact is not an essential part of the training components carried out by the various Technical Offices. In other words, the issue of measuring training impact is not unique to the Training Division.

One of the difficulties of measuring outcomes of training is that the "PRISM" system is a "top-down" system which focuses on strategic objectives and program outcome levels. Although very useful for focusing on results, the measurable indicators are often at the macro-level, rather than at the activity level. However, it is at the activity level that training impacts are measured.

Since Strategic Objectives and their related Program Outcomes cross-cut Mission Offices, it is recommended that USAID/Bolivia develop a Mission-wide strategy and implementation system for measuring the contributions of trainees and assessing their links to Outcomes.

d. Implement Mission-wide Data Base on Trainees and Their Impacts

Linked with measuring the impact of training is the design and maintenance of a functioning data base of USAID-trainees; and, as with impact measurement, this is not an issue unique to the Training Division. Each Technical Office has some data about trainees it has funded, but there is no central data base to show overall use of resources

and/or impact. This data base would be an essential part of any plan to develop a Mission-wide Training Strategy.

As described in the Implementation section, G/HCD's new pilot activity on improving training for strategic purposes can offer technical assistance on this and the preceding issue.

e. Include Follow-On as an Integral Part of Training Design and Implementation

Increasingly, studies on the effectiveness of training are calling for making Follow-On an integral part of the design and implementation of projects. These studies show that Follow-On programs (1) enhance technical and academic training and (2) dramatically expand and increase the multiplier effects of trainees. In addition, well-designed Follow-On can further the achievement of Mission Strategic Objectives, as well as guarantee the Mission investment in training. A Follow-On program will also support monitoring and evaluation activities and improve indicator tracking systems of the impacts of training. However, Follow-On programs cannot be generic; they must be designed around the needs of trainees in order to offer incentives for participation.

f. Increase More Equitable Distribution by Sex and by Region

- Targets for more equitable distribution of trainees by sex and by region should be determined by the objectives of the particular training and by the demographic realities of Bolivia, as suggested by the census material included in the section on Targets and Goals.
- Using those demographics as a base, include specific target numbers or "quotas," which are greater than the base in order to positively support the opportunities for women, particularly in under-represented fields.
- Recruitment and selection strategies significantly affect the number of women either knowing about the opportunity and/or invited to participate in the training. The design of these strategies could be enhanced with the assistance of a person knowledgeable about gender issues in Bolivia.

Suggested changes could include: (1) specifically targeting women in newspaper, radio, and television notices about training opportunities (many women still believe that professional-level training opportunities, particularly in economics and business are aimed at men); (2) using more open announcements through the above media and other channels, rather than letters of invitation to specific institutions (men are usually in the director's chair and they send on the invitation to members of their male network); (3) for economics and business opportunities, target sub-sectors in which women have relatively higher numbers, such as banking; and (4) plan for longer lead-times for Short-Term and In-Country training (women usually have more domestic arrangements to re-order before they can commit to training).

g. Increase Efficient and Effective Use of USAID/Bolivia's Overall Training Resources

Some of the above suggestions, such as a Mission-wide data base, can result in greater savings because the population on which they focus is Mission-wide and, with new technology, the labor is minimal.

Other suggestions from the evaluation interviews included rationalizing costs through multiplier effects. For example, more training by groups, including U.S. training, could result in "wholesale" lots, which potentially reduces (1) training costs, (2) travel costs, and (3) housing costs. This is dependent, of course, on negotiating "wholesale" prices with training providers and travel and lodging providers, but in the new, more competitive, market, it is a possibility. Although much more difficult logistically, greater savings could be achieved through organizing region-wide training groups.

APPENDIX I

LIST OF CONTACTS

WASHINGTON, D.C.

USAID/WASHINGTON

Global Bureau/Center for Human Capacity Development

- Kathleen M. Rose, Ph.D., International Training Administrator

BOLIVIA

USAID/LA PAZ

Office of Development Programs

- Eugene Szepesy, Director
- Robert Kahn, Deputy Director
- Hector Diez de Medina, Evaluation Officer

Office of Development Programs, Training Division

- Beatriz Saenz O'Brien, Director
- Malena Alvarez Garcia
- Patricia Ossorio
- María Teresa Calderón

Office Of Project Development and Implementation

- Sonia Aranibar

Office of Agriculture and Rural Development

- Michael Yates, Environmental Advisor

Office of Democratic Initiatives

- Carl Cira, Director

Office of Economic Opportunities

- Stephen Smith, Director

Office of Health and Human Resources

- Elba Mercado,

IDEA (Instituto para el Desarrollo de Empresarios y Administradores)

- Mercedes Vega de Cabrera, Regional Coordinator

USAID TRAINING ALUMNI

Men

- Jorge Aparicio Farfan, Cochabamba
- Miguel Arazola, Instructor, Centro Boliviano Americano, Santa Cruz
- Grover Jorge Arevalo Valdivia, Director, CIAPROT, Cochabamba

- Gonzalo Napoleon Avila Peducasse, Executive Director, SAT, Programa para el Desarrollo del Sector Privado, BM, La Paz
- Roger Caballero, Technical Manager, PAPALOTLA, Santa Cruz
- Rene Castedo Perelra, General Manager, Hotel YOTAU, Santa Cruz
- Hugo Gerardo Centellas Ariñez, Consultant, Self-Employed, La Paz
- Justino Condori Arias, Administrator, Clínica Central, El Alto, La Paz
- Miguel Fernando Crespo Valdivia, Analyst, Agricultural Sector, ABID, La Paz
- Victor Hugo de la Barra Muñoz, Consultant, Ministerio de Capitalización, La Paz
- Fernando de la Reza Bruckner, Director of Planning, SEMAPA, Cochabamba
- Marco Antonio de la Rocha Cardozo, Commercial Manager, BHN Multibanco, La Paz
- Jaime Galarza Rocha, Cochabamba
- Andres Estauro Garrett Mendleta, Consultant, Financial Sector, Empresa Privada de Consultoria, La Paz
- Tito Federico Gisbert Flores, Project Consultant, Self-Employed, La Paz
- Ivan Alberto Golac Montes de Oca, General Director, PROSEGUR, La Paz
- Marcos Aldo Grissi Reyes Ortiz, Chief of Human Resources, Banco Industrial, La Paz
- Alejandro Gumucio Camargo, Commercial Manager, BHN Multibanco, Cochabamba
- Waldo Mario Gutierrez Iriarte, Urban Director, Secretaría Nacional de Hacienda, La Paz
- Oscar Arnaldo Heredia Vargas, Human Resource Analyst, Universidad Mayor de San Andres, La Paz
- Rodolfo Joaquin Illanes Alvarado, Legal Advisor, H. Alcaldía de La Paz, La Paz
- Eduardo La Fuente Roca, General Director, Camara de Industrias de Cochabamba, Cochabamba
- Roger Landivar Vaca Diez, Dpto. de Conservación, Fundación para Amigos de la Naturaleza, Santa Cruz
- Alfredo Jose Levy Pacheco, Consultant, Sustainable Development Projects in the Bolivian Amazon, Lenos, Ltda., La Paz
- Gery Antonio Lozada Encinas, Design and Implementation of Irrigation Projects, Private Consultant, La Paz
- Carlos Mamani Condori, Historian, University Professor, Andean Oral History Workshop, La Paz
- Hermogenes Mamani Cruz, Agricultural Courses, CEFODCA, La Paz
- Oscar Jaime Mendoza Vargas, Director, Program of Training and Production, UMSS, Facultad de Agronomía, Cochabamba
- Augusto Jose Millares Ardaya, Administrator, ORBOL, Ltda. (private export firm), La Paz
- Luis Fernando Mirabal Palma, Chief, Credit Office, Banco Santa Cruz, La Paz
- Flavio Orellana Condori, Walter, Restaurant, Santa Cruz
- Jose Pacheco Saavedra, La Paz
- Arturo Eduardo Pascuali Cabrera, Aide, Deputy Mayor, H. Alcaldía Municipal, Cochabamba
- Jorge Perez Aguilar, Chief, Imports and Sales, Fábrica de Alimentos para Aves, Cochabamba
- Luis Alberto Plerola Mercado, Chief Researcher, Centro de Investigación, Pairumani, Cochabamba
- Oscar Raul Prada Alcoreza, Coordinator, Post-Graduate Research, CIDES, La Paz
- Tomas Virgilio Prieto Barron, Director, Pro Salud, La Paz
- Juan Ramon Ramirez Romero, Advisor, UDAPE, La Paz
- Victor Raimundo Ramos Sanchez, Technical Officer, H. Alcaldía Municipal El Alto, La Paz
- Carlos Alberto Rivero Bernachi, Supervisor, Environmental Protection Plan, BOLINTEN Ltda., Cochabamba
- Malco Raul Riveros Hamel, Administrator, Development Projects, Secretaria de Capitalización, La Paz
- Guido Ricardo Riveros Von Borries, International Director, Banco Nacional de Bolivia, La Paz
- Jose Luis San Miguel Mercado, Technical Assistant, Planning Assistance, Cochabamba
- Javier Fernando Sandoval Tejada, Private Consulting Firm, Owner, La Paz
- Gonzalo Eduardo Solares Pareja, Chief of Agricultural Projects, Catholic Relief Services, La Paz
- Augusto Salvador Soliz Sanchez, Executive Director, RUN (Registro Uniso Nacional), La Paz
- Alberto Suarez Mendez, Chief, Rural Credit Section, CORDECRUZ, Santa Cruz
- Juan Tames Gutierrez, Professor, English, Lloyd Aereo Boliviano (CEMPA), Cochabamba
- Dexter Vargas Rios, Planning, Evaluation, & Follow-On, Programa Nacional de Semillas, La Paz

- Felix Nestor Villegas Tovar, Designer, Air Conditioning and Environment Project, IACA, Cochabamba
- Luis Marcelo Zalles Soliz, Faculty, Chief of Zoological Planning, Universidad UGRM, Santa Cruz
- Marío Zuniga Santivanez, Director, Colegio Centro Educación Australiano, Cochabamba
- Pedro Zurita Vaca, Santa Cruz

Women

- Jannete Aguirre Villarroel de Abruzzese, Health Services Officer, OMS/OPS (health consultants), La Paz
- Ruth Marcela Aparicio Garcia de Guzman, Professor, Master's Program in Foreign Trade, Universidad Católica Boliviana, La Paz
- María Elvi Bascope Diaz, Director, Colegio Sagrados Corazones, Santa Cruz
- Bernarda Marilyn Benavidez Castro de Azurduy, Chief of Analysis and Operations Department, Central Bank of Bolivia, La Paz
- María Elena Bilbao Cortes de Paravicini, Chief, Legal Department, Mutual La Paz, La Paz
- Gaby Esperanza Candia Pereira, Secretaria Nacional de Hacienda, La Paz
- Ivonne Rocio Carvajal Pinto, Project Supervisor, Planning Assistance, Cochabamba
- María Eugenia Choque Quispe, Executive Director, Taller de Historia Oral, La Paz
- María Eliana Estrada Landaeta, National Chief, Women & Community, ONANFA (Organización Nacional de la Familia), La Paz
- Mirtha Silvia Fanchini, Director, External Trade, IDEA, Santa Cruz
- Delina Herrera Ordonez, Project Officer, Proyecto de Concern, Cochabamba
- Judith Cristina Ichazo Solano, Financial Analyst/Consultant, Superintendencia de Bancos, La Paz
- Gretel Marie Knaudt Ortiz de Herrera, Marketing Studies, Consultant, La Paz
- Monica Cecilia Lora Vacher de Jordan, Design and Implementation of Civil Service, La Paz
- Rosario Mamaní, Training Director, CIDEM, La Paz
- Lola Rocio Monrroy Barron de Humerez, Project Finance, Banco Central, External Finance and Monetization, La Paz
- María del Rosario Morales Tejada, Administrative Deputy Director, Corporación Andina de Fomento, La Paz
- Yelca Evelyn Orellana Rosales, Accountant, Planning Assistance, Cochabamba
- María Eugenia Quevedo Flores de Diaz, Trainer, CEPRODES, La Paz
- Luisa Rada Duran, Researcher, CIES, La Paz
- Hilda Rea de Gallardo, Self Employed, La Paz
- Mercedes Rocha Romero, Cochabamba
- Gloria Rodriguez Ortuno, Director, Colegio Nacional Bolívar, Cochabamba
- Celma Quiroga, Professor, University of San Francisco Xavier, Sucre
- Mirtha Rojas Saavedra, Agency Chief, Banco Nacional de Bolivia, Cochabamba
- Manigeh Roosta Geradmandan, Academic Director, Universidad NUR, Santa Cruz
- Rosa Ines Santiesteban Lopez de Moscosa, General Director of the College, ANDECOP, Santa Cruz
- María Esther Udaeta Velasquez de Avejera, National Director, Secretaria Nacional de Desarrollo Rural, La Paz
- María Elizabeth Velasco de la Quintana, Technical Advisor, Pro Salud, La Paz

APPENDIX II

REFERENCES

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BACKGROUND

Since the early 1980s USAID/Bolivia has instituted a variety of programs targeted towards the achievement of social and economic development via human capacity development and institution building in both the public and private sectors:

The Training for Development Project (511-0584) began in 1985, with the goal of training some 100 specialists in the United States and third countries. Participants were selected for study in fields supporting public sector management and private sector development. Through two project amendments (in 1989 and 1990) and Project Implementation Letters (in 1993 and 1994), the number of participants was revised to 60 for long-term training (Master's degrees), 160 for short-term training, and 160 for in-country seminars in fields such as business and public administration, marketing, finance, and economics; health and environmental areas of management were also included. Sixty persons were also trained before 1989 in a Democracy Awareness component, which was discontinued when the Andean Peace Scholarship Program began. The PACD was extended to June 30, 1995, and total funding was increased from the original \$2,500,000 to \$4,720,000, while host country contributions were to reach \$2,090,000.

The goal of the project was to promote Bolivia's economic recovery and to enhance its democratic system. The project purpose was to expand the country's human resource base by increasing the number of U.S. and third-country trained individuals who occupy — or have the potential of occupying — policy level and leadership positions in the private sector, the labor movement, and, the Government. The Project Paper states that these individuals "will participate in the development and implementation of more rational economic policies and programs and provide a clearer orientation to the development of a free-market economy in a western-style democracy."

A mid-term evaluation conducted in 1990 determined that the project was largely on track in meeting its objectives.

ARTICLE I - TITLE

Final Evaluation
Training for Development Project (TFD)
Number 511-0584

ARTICLE II - OBJECTIVE

A final evaluation of the TFD is to be conducted to:

- 1) Assess whether or not project activities have fulfilled the goal, purpose and objectives of the project.
- 2) Assess, the extent to which project activities contributed to the Mission strategic objectives.
- 3) To determine the impact of project activities on its beneficiaries that is, measure project outcomes, the impact of training on the participants' professional growth, on their institutions or sectors and to determine if the original project and objectives were met. The focus of the evaluation will be on lessons to be learned from the project design.

ARTICLE III - STATEMENT OF WORK

The final evaluation should address the EOP status indicators of the different project components as described in Amendment #2 to the project paper (June, 1990). Furthermore, in view of recent methodology and indicators for assessing impact at the individual, institutional, sectoral and community levels, the evaluation will not be strictly limited to the criteria set forth in the project paper, but should try to address the broader nature of impact of U.S. and third-country training on national development. USAID recognizes the lack of defined evaluation criteria and pre-training baseline data. However, in spite of these deficiencies in the design of the project paper/amendment, the Mission desires to obtain information related to development impact.

As set forth in the original project paper, the final project evaluation should assess overall project achievements, (goal, purpose, support of strategic objectives) implementation, effectiveness and impact. The number of trained participants is sufficiently large and combined with the in-country participants exceeds 500 participants. This number should provide sufficiently broad sampling for evaluating the relevance of post-training work assignments and financial and/or qualitative indications of the degree to which participants and their institutions have had a sectoral impact in the development process. In addition, the evaluation team should identify which sectors would be most appropriate for future analysis of overall participant training impact under any future evaluation or design activities.

The evaluation should include analysis of the following:

A) Project targets and goals and support of strategic objectives.

1. Did the project achieve its goal and its purpose? Did it achieve its outputs in terms of numbers of trained returned participants in each of the project component areas? In terms of the effort to recruit women? In those instances in which the project did not meet its targets, what were the apparent reasons for not meeting objectives, and how can USAID benefit from lessons learned?
2. How has this project supported the Mission's, strategic objective of expanded economic opportunity and access? Are participants contributing to this objective?

B) Project implementation

1. This project was implemented as a bilateral agreement between USAID and the GOB, without any agency acting as a specific counterpart. The U.S. programming contractors were initially United States Department of Agriculture, Partners for International Education and Training, and Consortium for International Development, through a buy-in with the Office of International Training. Later on in the project, the Office of International Training centered all buy-ins with PIET. The in-country training was coordinated by Instituto de Desarrollo Empresarial y de Administración. There were no reports on project status except for the mid-term evaluation and the standard financial reports provided by PIET. The final evaluation should assess whether this implementation structure was appropriate to meeting project targets and effecting impact. If significant weaknesses or strong features were evident in the implementation utilizing this approach, these should be noted. Recommendations for improved project implementation strategies should be put forth.
2. Various components of project implementation, such as pre-departure orientation and cross-cultural

training in the U.S., should be examined to ascertain whether they contributed to effectiveness of the training and/or potential impact.

3. The Project's responsiveness to private sector training needs should be assessed.
4. Was there sufficient monitoring of the project as it was being implemented? If so, were lessons learned accommodated and recommended changes implemented?
5. Were the participants able to perform at a satisfactory level during training? What role, if any, did selection criteria, U.S. monitoring and other implementation policies play in ensuring optimal participant performance? Under this category a difference should be established between trainees before and after 1990, when major adjustments were made /incorporated in the recruitment, selection and monitoring processes.
6. How did public and private sector institutions respond to the project goal of nominating/sponsoring more women? Was there a subsequent impact on project implementation and general attitudes regarding the inclusion of women?

C) Project impact

1. Did the training lead to enhanced job performance; better jobs; better economic compensation; professional growth?
2. Did the individual attain skills/attitudes that permitted him/her to be more effective in:
 - a. acting as a "multiplier" of training at his/her job?
 - b. the participant's institution?
 - c. the broader sector?
 - d. the participant's community?
3. If returned participants were not more effective in the above mentioned spheres, what were the constraints that participants encountered?
4. Was there a critical mass factor? That is, in those cases where a group of individuals were trained from a given sector or institution, did there appear to be a greater impact in the institution and/or sector than in those instances in which only one or two individuals were trained?
5. Were there examples of particularly successful achievements/innovative results? What contributed to these?
6. Were participants recruited from the public sector able to return to their jobs or advance within their public sector agency? Have public sector trainees moved into the private sector? If so, are they still applying the training and taking on leadership activities on the job?
7. Have the efforts to include trainees in follow-on activities rendered any results/ impact in terms of a multiplier effect and support to development efforts?

Methodology

The evaluation contractor will report to the Director, Office of Development Programs.

The evaluation contractor will send personnel to Bolivia to carry out the work. In country personnel can be employed to assist in conducting interviews and surveys, case studies and data collection. On arrival, the U.S. contractor will meet with the Training Division personnel, to agree on a plan of action.


The evaluation contractor is expected to:

1. Review all pertinent documentation. This includes the original project paper, the 1990 evaluation, the two project paper amendments (1989 and 1990), and pertinent documents related to recruitment and selection.
2. Survey and dialogue with returned participants. Questionnaires should be developed to facilitate data gathering and analysis. Potentially, three interrelated survey instruments might be developed that will be directed at: (1) long-term participants; (2) short-term participants; and (3) in-country seminar participants. Ideally, supervisors and/or coworkers of long-term participants will be interviewed. As appropriate, individual interviews and or focus group methodology should be applied. The evaluation team should be encouraged to break down participants by field/discipline within the public and private sectors if numbers so warrant. USAID/Bolivia staff should be included in relevant activities. Information should be collected in a format compatible with database entry.
3. Up to five days are allotted in the United States for writing the final draft report. Up to an additional two days may be allotted for incorporating USAID comments on the draft report into the final report and conclusions.

ARTICLE IV - REPORTS

A verbal debriefing and a detailed draft report outline presenting preliminary findings will be presented to the Deputy Director, Office of Development Programs and to the Training Officer before the contractor leaves Bolivia. This report outline should summarize findings and present a preliminary analysis based on an overview of information collected. The report outline should also contain an analysis of lessons learned and anecdotal success stories. The report should also include preliminary specific recommendations regarding indicators of training impact, which can be used by the Mission for future similar or related projects. The Training Division will provide the contractor with preliminary feedback to guide the writing of the final draft report.

TFD Evaluation Report. Three copies of a draft final report will be presented to USAID/Bolivia within two weeks after the Senior Evaluation Specialist leaves Bolivia. The report will draw broad conclusions on participant impact and highlight the degree to which participant training has contributed to development in Bolivia. A commentary on whether further follow-on activities with these returnees would be useful will also be included. In addition, the report should outline and comment on the validity of the evolution of project implementation strategy and activities throughout the life of project. The draft report will be reviewed by USAID's DP Deputy Director, the Training Officer, and the Mission's Evaluation Specialist and comments transmitted to the contractor. The final draft report with Mission comments will be returned to the contractor within two weeks from when it is received. Comments on the final draft will be incorporated into the final report. Ten copies of the final report will be issued within ten days of contractor receipt of Mission review of and comment on the draft report. This final report must be received by the



Mission at the latest by June 30, 1995, the Project's PACD.

The report should have the following format:

- an Executive Summary;
- the main body of the report, around 40 pages, which includes (a) a discussion of the findings; (b) discussion of lessons learned; and (c) recommendations for future training efforts;
- an appendices section, which includes:
 - ▶ a brief summary of project outputs compared with EOPS;
 - ▶ a description of the methodology used in the evaluation;
 - ▶ a list of individuals and institutions consulted;
 - ▶ a bibliography of documents consulted; and
 - ▶ sections H and J completed of USAID project evaluation form 1330-5(1087), which will be supplied by USAID after arrival in Bolivia.

ARTICLE V - TECHNICAL DIRECTIONS

The contractor will work primarily under the technical direction of USAID/Bolivia Training Officer and will closely coordinate activities with the Training Division staff.

ARTICLE VI - PERFORMANCE PERIOD

A. The effective date of this delivery order is the date shown in Block 7 of the cover page, and the estimated completion date is June 23, 1995.

B. Subject to the ceiling price established in this delivery order and with prior written approval of the COTR and Project Manager (see Block 5 on the cover page), the contractor is authorized to extend the estimated completion date provided that such extension does not cause the elapsed time for completion of the work to extend beyond 30 calendar days from the original estimated completion date. The contractor shall attach a copy of the Project Manager's approval for any extension of the term of this delivery order to the final voucher submitted for payment.

C. It is the contractor's responsibility to ensure that the COTR/Project Manager approved adjustments to the original estimated completion date do not result in costs incurred which exceed the ceiling price of this delivery order. Under no circumstances shall such adjustments authorize the contractor to be paid any sum in excess of the delivery order.

D. Adjustments which will cause the elapsed time for completion of the work to exceed the original estimated completion date by more than 30 days must be approved in advance by the Contracting Officer._____

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APPENDIX IV

QUESTIONNAIRE OF TRAINING FOR DEVELOPMENT SAMPLE

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PROGRAMA DE CAPACITACION BOLIVIA—EE.UU.

CAPACITACION PARA EL DESARROLLO

CUESTIONARIO PARA PARTICIPANTES

AGENCIA DE LOS EE.UU. PARA EL DESARROLLO INTERNACIONAL

Estimados señores: A pedido de la Agencia de Desarrollo Internacional de los Estados Unidos (USAID), Aguirre International está llevando a cabo una evaluación del proyecto de educación y capacitación en que participó Ud., que lleva el nombre "Capacitación para el Desarrollo." El objetivo de la evaluación es determinar cómo se puede mejorar futuros programas de becas y estudios. Su participación será completamente anónima; no se identificará personalmente a ningún ex-becario. Agradeceríamos su participación y su franqueza.

POR FAVOR USE LETRA DE MOLDE

Primer y Segundo Nombres:	Apellido Paterno:
Apellido Materno:	Apellido de Matrimonio/Casada:

Fecha de hoy: ____ / ____ / ____ (Día / Mes / Año)

Fecha de regreso: ____ / ____ / ____ (Día / Mes / Año)

- Sexo: ____ (01) Hombre ____ (02) Mujer
- Año en que empezó sus estudios/su capacitación en los Estados Unidos o un tercer país. ____ [año]
- Duración *en meses* de la capacitación o estudios (p.ej., dos semanas equivalen a 0, 5 meses, y un año equivale a 12 meses). ____
- Edad: ____
- ¿Participó en más de una actividad bajo el proyecto? (E.g., estudios en los Estados Unidos y capacitación en Bolivia).
____ (01) Sí ____ (02) No
- ¿Dónde estudió Ud.? ____ (01) En los Estados Unidos
____ (02) En otro país fuera de Bolivia (¿Cuál?)

____ (03) En Bolivia

Data Rec'd

Data Entry

Coder

Log Number

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

Si Ud. participó en más de una actividad bajo el proyecto y/o estudió en más de un país, por favor, responda a estas preguntas tomando en cuenta la última experiencia fuera de Bolivia; o, si fueron dos actividades dentro de Bolivia, responda a estas preguntas tomando en cuenta la última experiencia.

7. ¿Qué estudió Ud. en los Estados Unidos? (Indique su área de estudio o capacitación).

7. _____

PROCESO DE SELECCION

8. Antes de que usted fuera nominado para el Programa, ¿qué papel desempeñó su jefe en el proceso de nominación? (Marque sólo una respuesta, la que mejor describa el tipo de apoyo recibido o la falta de apoyo).

- _____ (01) Le avisó de la beca solamente
 _____ (02) Le alentó a hacer la solicitud y nada más
 _____ (03) Le recomendó a su jefe o a A.I.D. como un posible becario
 _____ (04) Le seleccionó como candidato
 _____ (05) No hizo nada para apoyar su solicitud
 _____ (06) No tenía jefe. Trabajaba a cuenta propia, estaba sin trabajo, o fue capacitado en una área de trabajo comunitario/voluntariado.

8. _____

9. a. ¿Alguien dentro de su institución le entrevistó a Ud. antes de que fuera nominado como candidato?

_____ (01) Sí _____ (02) No

9. a. _____

- b. ¿Quién le hizo la entrevista para optar a la beca? (Ponga todas las respuestas que sean apropiadas).

- _____ Su jefe o supervisor
 _____ Un oficial superior del Ministerio/institución donde trabaja
 _____ Un funcionario o comité de selección de USAID
 _____ Un representante de la institución capacitadora que vino a Bolivia

b. _____

ORIENTACION ANTES DEL VIAJE

10. Antes de su viaje a los EE.UU., ¿recibió Ud. una orientación en Bolivia sobre cómo sería su programa de capacitación?

_____ (01) Sí _____ (02) No _____ (03) No recuerda

10. _____

11. Sumando todas las sesiones, ¿cuántos días duró la orientación? _____

11. _____

12. a. (Para los que estudiaron en los EE.UU. u otro país:) ¿El hecho de haber estado en los EE.UU.—en lugar de Bolivia—aumentó o disminuyó el valor de su capacitación?

_____ (01) Aumentó el valor
 _____ (02) Disminuyó el valor
 _____ (03) No sé

- b. ¿Porqué?

13. a. Mientras que estaba en los EE.UU, ¿tuvo Ud. algún problema o circunstancia que requirió la ayuda de la agencia programadora (PIET, CID) o de USAID/Bolivia?

_____ (01) Sí _____ (02) No _____ (03) No aplica

- b. ¿Fue resuelto el problema a su satisfacción?

_____ (01) Sí _____ (02) No

- c. ¿Porqué o porqué no?

14. ¿Completó Ud. el programa de estudios que fue programado para Ud.?

_____ (01) Sí _____ (02) No

15. Como resultado de su orientación, ¿hasta qué punto se sentía Ud. listo o preparado ara empezar su programa en los EE.UU.? (Marque la casilla que mejor representa su opinión).

_____ (01) Nada preparado _____ (03) Preparado
 _____ (02) Algo preparado _____ (04) Muy preparado

12.
a.

b.

13.
a.

b.

c.

14.

15.

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EL PROGRAMA DE CAPACITACION EN LOS EE.UU.

16. ¿En qué idioma recibió su programa de capacitación?

_____ (01) Inglés _____ (02) Español _____ (03) Ambos

17. a. ¿Cómo compararía la capacitación que recibió en los EE.UU con lo que Ud. esperaba recibir? (Marque sólo una casilla).

_____ (01) Peor de lo que esperaba

_____ (02) Igual a lo esperado

_____ (03) Mejor de lo que esperaba

b. Si fue peor de lo que esperaba, por favor explique por qué.

c. Si fue mejor de lo que esperaba, por favor explique por qué.

CONOCIMIENTO DE LOS EE.UU.

18. Si Ud. estudió en los EE.UU., ¿con qué frecuencia participaba Ud. en actividades en la comunidad o en la universidad? (Marque la casilla que mejor refleje su opinión).

	Nunca (01)	A veces (02)	Frecuentemente (03)
a. Visitas a familias norteamericanas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Reuniones con miembros del gobierno local y con líderes de la comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Contactos con miembros del sector privado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observación o participación en actividades de la comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Asistencia a eventos culturales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Asistencia a una iglesia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Participación en actividades recreativas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Viajes dentro de los EE.UU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Participación en actividades de voluntariado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Contactos con personas en su misma área de trabajo/actividad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49

Conteste únicamente las preguntas #19, #20, y #21 si Ud. ha estudiado en los EE.UU.

19. Como resultado de su participación en el programa, ¿cuánto aumentó su conocimiento de la vida de los Estados Unidos en las siguientes áreas? (Para cada categoría marque la casilla correspondiente).

	Nada (01)	Muy poco (02)	Algo (03)	Mucho (04)	Muchísimo (05)
a. La familia de los EE.UU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. El papel/rol de la mujer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. La variedad de pueblos y culturas en los EE.UU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Las instituciones democráticas de los EE.UU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. El proceso democrático en la vida diaria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. El sistema de libre empresa en EE.UU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. El voluntariado en los EE.UU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Formas de cómo son los líderes en los EE.UU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. ¿Qué es lo que más le gustó de toda su experiencia en los EE.UU.?

21. ¿Qué es lo que menos le gustó de su experiencia en los EE.UU.?

IMPACTO EVALUATIVO

I. EDUCACION

22. ¿Ha compartido con otros su experiencia y conocimientos obtenidos en sus estudios en los EE.UU.? ("Compartir" se refiere a enseñar, contar la experiencia, conversar).

_____ (01) Si

_____ (02) No (pase a la #25)

23. Calcule, por favor, a cuántas personas han recibido algún beneficio directo del estudio o capacitación que Ud. recibió en este programa de USAID (ponga el número estimado).

- _____ a. Número de colegas, jefes, y compañeros de trabajo
 _____ b. Número de estudiantes/universitarios
 _____ c. Número de amigos, miembros de la comunidad
 _____ d. Número de otros

24. ¿Cómo compartió su capacitación? (Marque *todas* las repuestas que sean apropiadas.)

- _____ a. Dando clases de capacitación
 _____ b. Capacitación directo en el curso del trabajo a compañeros de trabajo
 _____ c. Seminarios y/o discursos
 _____ d. Reuniones con colegas y jefes en que se hablaba de la capacitación
 _____ e. En el desarrollo normal del puesto que ocupa
 _____ f. Otro, describa: _____

25. ¿Los objetivos de su capacitación incluyeron un compromiso que Ud. enseñaría o capacitaría a otros?

_____ (01) Sí _____ (02) No

26. La capacitación que recibió, ¿proporcionó elementos como para capacitar a otros?

_____ (01) Sí _____ (02) No

II. EMPLEO

27. Antes de ir a capacitarse en los EE.UU., ¿trabajaba en algo que le generaba ingresos?

_____ (01) Sí _____ (02) No (pase a la #30)

28. ¿En qué trabajaba? _____

23.

a. _____

b. _____

c. _____

d. _____

24.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

25. _____

26. _____

27. _____

28. _____

29. Antes de recibir su beca o capacitación, ¿para quién trabajaba Ud.? (Marque *sólo* una respuesta, que es el sector en que el becario considera se ubica su empleo principal).

- _____ (01) Por cuenta propia (pequeño negocio, pequeña parcela, empleador con cuatro o menos empleados)
- _____ (02) Empleador del sector privado (dueño, empresario) (empresa agrícola, fábrica, negocio con 5 o más empleados)
- _____ (03) Empleado del sector privado (empresa agrícola, fábrica, negocio con 5 o más empleados)
- _____ (04) Empleado de una cooperativa
- _____ (05) Organización privada sin fines de lucro (no gubernamentales)
- _____ (06) Empleado del sector público (cualquier organización del gobierno)
- _____ (08) Organización autónoma o descentralizada
- _____ (09) Empresa mixta
- _____ (07) Otro, describa: _____

30. a. ¿Trabaja ahora?

- _____ (01) Sí (pase a la #31) _____ (02) No

b. Si no está trabajando en algo que le genera ingresos, ¿está buscando trabajo?

- _____ (01) Sí (pase a la #47) _____ (02) No

c. ¿Porqué no está buscando trabajo? (Después de responder, pase a la #47).

- _____ (01) Estoy estudiando
- _____ (02) Soy ama de casa
- _____ (03) Soy pensionado o jubilado
- _____ (04) No trabajo por otro motivo (especifique):
- _____

31. ¿Para quién trabaja Ud. actualmente? (Marque *sólo* una respuesta, que es el sector en que el becario considera se ubica su empleo principal).

- _____ (01) Por cuenta propia (pequeño negocio, pequeña parcela, empleador con cuatro o menos empleados)
- _____ (02) Empleador del sector privado (dueño, empresario) (empresa agrícola, fábrica, negocio con 5 o más empleados)
- _____ (03) Empleado del sector privado (empresa agrícola, fábrica, negocio con 5 o más empleados)
- _____ (04) Empleado de una cooperativa
- _____ (05) Organización privada sin fines de lucro (no gubernamentales)
- _____ (06) Empleado del sector público (cualquier organización del gobierno)
- _____ (08) Organización autónoma o descentralizada
- _____ (09) Empresa mixta
- _____ (07) Otro, describa: _____

32. a. ¿Qué hace ahora (describa su trabajo)?

b. ¿Está utilizando inglés en su trabajo?

- _____ (01) Sí _____ (02) No

33. ¿Trabaja en la misma organización/firma/ministerio como antes de su capacitación USAID?

- _____ (01) Sí _____ (02) No

34. Si Ud. sigue trabajando en la misma institución donde estaba antes de ir a los EE.UU., ¿ha sido reasignado a un cargo que *no tiene* relación con la capacitación recibida?

- _____ (01) Sí _____ (02) No _____ (03) No aplica

35. a. Si ha cambiado de institución, ¿dejó el trabajo que tenía antes de ir a la capacitación por algún motivo relacionado con su participación en el programa de capacitación?

- _____ (01) Sí _____ (02) No _____ (03) No aplica

b. Si la respuesta es sí, por favor, explique por qué.

31. _____

32.

a.

b. _____

33. _____

34. _____

35.

a. _____

b. _____

36. ¿Trabaja ahora en la *misma* área en que recibió su capacitación?

_____ (01) Sí _____ (02) No ¿Porqué? _____

37. ¿A qué nivel es su trabajo actual? (Marque *sólo* una respuesta).

- _____ (01) Oficial del gobierno (nacional)
- _____ (02) Oficial del gobierno (departamental, municipal o local)
- _____ (03) Ejecutivo
- _____ (04) Gerente medio
- _____ (05) Jefe/Supervisor de sección
- _____ (06) Director de colegio, núcleo, etc.
- _____ (07) Profesor/Maestro
- _____ (08) Especialista técnico
- _____ (09) Profesional en el campo de medicina
- _____ (10) Otro (especifique): _____

38. ¿Tiene Ud. personalmente más de un empleo, fuente de ingreso o actividad productiva?

_____ (01) Sí _____ (02) No

39. ¿Cuánto de lo que aprendió en su programa de capacitación USAID ha podido poner en práctica en su trabajo actual? (Marque *sólo* una respuesta que mejor representa su opinión).

- _____ (01) Nada (pase a la # 41)
- _____ (02) Muy poco (pase a la #41)
- _____ (03) Algo
- _____ (04) Mucho
- _____ (05) Muchísimo

40. Si marcó "Algo," "Mucho" o "Muchísimo," qué tipe de impacto ha tenido su capacitación en sus actividades en el trabajo. (Marque *todas* las repuestas que sean apropiadas.)

- _____ a. He podido desempeñar mejor las funciones de mi propio trabajo.
- _____ b. He mejorado el funcionamiento de mi oficina.
- _____ c. He mejorado el funcionamiento global de la organización que me da empleo o que dirijo.
- _____ d. He jugado un rol en cambiar las políticas de mi organización.
- _____ e. He tenido un impacto en las políticas gubernamentales de is sector (p.ej., agricultura, salud, educación).
- _____ f. He tenido un impacto en las políticas gubernamentales globales.

36. _____

37. _____

a. _____

38. _____

39. _____

40. _____

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

41. Si marcó "Nada" o "Muy poco," por favor díganos por qué. (Marque *todas* las respuestas que correspondan).

- ☐ a. No hubo trabajo en su campo de estudio.
- ☐ b. No tiene la autoridad para ponerlo en práctica.
- ☐ c. No tiene apoyo de sus jefes/superiores/supervisores/autoridades de su comunidad.
- ☐ d. No tiene apoyo de sus colegas o su comunidad.
- ☐ e. No tiene las herramientas/equipos/recursos necesarios.
- ☐ f. Su trabajo actual no requiere de los conocimientos que aprendió en el programa de capacitación.
- ☐ g. La capacitación no se aplicó a la realidad de Bolivia.
- ☐ h. Otro (especifique): _____

42. ¿Qué importancia dan sus superiores al programa de capacitación que Ud. recibió?

- ☐ (01) Ninguna importancia
- ☐ (02) Algo de importancia
- ☐ (03) Mucha importancia

43. a. Antes de entrar al programa de capacitación, ¿cuánto ganaba mensualmente, aproximadamente, calculado en *dólares norteamericanos*?

- ☐ (01) Estaba sin empleo
- ☐ (02) \$1-\$99
- ☐ (03) \$100-\$199
- ☐ (04) \$200-\$399
- ☐ (05) \$400-\$599
- ☐ (06) \$600-\$999
- ☐ (07) \$1,000-\$1,999
- ☐ (08) \$2,000 o más

b. Ahora después de terminar su programa de capacitación, ¿cuánto gana mensualmente, aproximadamente, calculado en *dólares norteamericanos*?

- ☐ (01) No tengo empleo
- ☐ (02) \$1-\$99
- ☐ (03) \$100-\$199
- ☐ (04) \$200-\$399
- ☐ (05) \$400-\$599
- ☐ (06) \$600-\$999
- ☐ (07) \$1,000-\$1,999
- ☐ (08) \$2,000 o más

44. a. ¿Le han ascendido en su trabajo actual desde su regreso del programa de capacitación USAID?

- ☐ (01) Sí
- ☐ (02) No
- ☐ (08) No aplica

b. Si la respuesta es sí, ¿cree Ud. que esto se debe a la capacitación que recibió?

- ☐ (01) Sí
- ☐ (02) No

45. a. ¿Han aumentado sus responsabilidades en su trabajo actual desde su regreso del programa de capacitación USAID?

_____ (01) Sí _____ (02) No

b. Si la respuesta es sí, ¿cree Ud. que esto se debe a la capacitación que recibió?

_____ (01) Sí _____ (02) No

46. a. ¿Han mejorado sus ingresos desde su regreso del programa de capacitación?

_____ (01) Sí _____ (02) No

b. Si la respuesta es sí, cree Ud. que esto se debe a la capacitación que recibió?

_____ (01) Sí _____ (02) No

III. PARTICIPACION EN ACTIVIDADES COMUNITARIAS

47. ¿Participaba frecuentemente en actividades comunitarias o de voluntariado (organizaciones o proyectos del barrio, comunidad, iglesia, etc.) antes de asistir al programa de capacitación USAID?

_____ (01) Sí _____ (02) No

48. ¿Ha participado frecuentemente en actividades comunitarias desde su regreso del programa de capacitación en los EE.UU.?

_____ (01) Sí _____ (02) No

49. ¿Participa Ud. ahora en menos actividades comunitarias, el mismo número, o en más actividades que antes de su beca programa de capacitación USAID? (Marque sólo una casilla).

_____ (01) Menos
_____ (02) El mismo número
_____ (03) Más

50. Si ahora participa frecuentemente en actividades voluntarias, ¿cuánto de lo que aprendió en su programa de capacitación USAID ha podido poner en práctica en sus actividades comunitarias actuales? (Marque la casilla que mejor representa su opinión).

_____ (01) Nada
_____ (02) Muy poco
_____ (03) Algo
_____ (04) Mucho
_____ (05) Muchísimo
_____ (06) No aplica

45. a. _____
b. _____
46. a. _____
b. _____
47. _____
48. _____
49. _____
50. _____

16

51. ¿Su programa de capacitación USAID le ha ayudado a ser más eficiente como líder de su comunidad o lugar de trabajo?

_____ (01) Sí _____ (02) No _____ (03) No sé

EL PROGRAMA DE SEGUIMIENTO

52. Marque todas las que correspondan. ¿En cuáles de las siguientes actividades ha participado Ud. después de regresar a su país?

- _____ a. Contacto personal con otros participantes del programa
- _____ b. Lectura de revistas profesionales de los EE.UU.
- _____ c. Participación en grupos o reuniones formales del Programa de Seguimiento
- _____ d. Elaboración y presentación de proyectos con otros participantes
- _____ e. Relaciones comerciales/negocios con los EE.UU.
- _____ f. Contactos con amigos de los EE.UU.
- _____ g. Contacto con la institución capacitadora
- _____ h. Visitas de los amigos de los EE.UU.
- _____ i. Colaboración con los voluntarios del Cuerpo de Paz
- _____ j. Correo electrónico (e-mail)
- _____ k. Ninguno de los anteriormente mencionados

53. ¿Qué tipo de programas o actividades le sería más útil para darle seguimiento al programa?

- _____ a. Asociación de ex-becarios
- _____ b. Seminarios/talleres sobre temas relacionados con su área de capacitación (indique tipo): _____
- _____ c. Seminarios/talleres sobre otros temas (indique tema): _____
- _____ d. Revistas/libros profesionales o de USAID
- _____ e. Boletín informativo
- _____ f. Colaboración en buscar trabajo
- _____ g. Otros (describa): _____

VI. CONCLUSION

54. En general, ¿cómo evaluaría su nivel de satisfacción con la beca USAID? (Marque sólo una casilla).

_____ (01) Muy insatisfecho

_____ (04) Satisfecho

_____ (02) Insatisfecho

_____ (05) Muy satisfecho

_____ (03) Más o menos/Neutral

55. ¿Cómo calificaría la utilidad de su programa de capacitación USAID con respecto a las siguientes áreas? (Para cada categoría marque la casilla correspondiente).

	Nada útil (01)	Poco útil (02)	Algo útil (03)	Util (04)	Muy útil (05)
a. Mejorar su capacidad profesional (teórico/intelectual) para su trabajo actual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Aprender técnicas/habilidades/destrezas nuevas (práctico/manual) para su trabajo actual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Aprender nuevas maneras de aplicar técnicas, destrezas o conocimientos ya conocidos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Prepararse para un trabajo/carrera en el futuro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conocer a estadounidenses en la misma área de trabajo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Conocer a otros bolivianos en la misma área de trabajo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ayudarle en su trabajo comunitario en la comunidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Mejorar su capacidad de liderazgo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

56. En este cuestionario, le hemos pedido que describa varios "impactos" que ha tenido la capacitación en su persona, su familia, y otros. Ahora, quisiéramos que considere esos impactos, tanto negativos como positivos, al responder a las áreas siguientes.

Instrucciones: Indique, por favor, el grado de impacto positivo o negativo que la capacitación ha tenido en cada una de las categorías siguientes. Un "-3" (3 negativo) indica "el peor impacto posible," y un "+3" (3 positivo) indica "el mejor impacto posible." Ponga un círculo alrededor del impacto que Ud. juzgue apropiado en cada caso.

	(1)	Negativo (2)	(3)	Neutral (4)	(5)	Positivo (6)	(7)
1. En mi persona	-3	-2	-1	0	+1	+2	+3
2. Mi familia	-3	-2	-1	0	+1	+2	+3
3. Lugar de trabajo	-3	-2	-1	0	+1	+2	+3
4. Barrio o comunidad	-3	-2	-1	0	+1	+2	+3
5. Asociación profesional/ de ex-becarios	-3	-2	-1	0	+1	+2	+3
6. Ciudad/pueblo	-3	-2	-1	0	+1	+2	+3
7. Sociedad	-3	-2	-1	0	+1	+2	+3

57. a. Para la pregunta anterior, marque Ud. la categoría en que su capacitación tuvo el mayor impacto (o impacto más positivo).

1 2 3 4 5 6 7

b. Explique porqué marcó la respuesta correspondiente.

c. Para la pregunta anterior, marque Ud. la categoría en que su capacitación tuvo el menor impacto (o impacto más negativo).

1 2 3 4 5 6 7

d. Explique porqué marcó la respuesta correspondiente.

56.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

57.

a. _____

b. _____

c. _____

d. _____

58. ¿Cómo se puede mejorar el Programa de Becas USAID en que participó Ud. en cualquiera de sus aspectos?

59. ¿Recomendaría Ud. este programa de capacitación a otras personas? (Marque *sólo* una respuesta).

_____ (01) Sí _____ (02) No _____ (03) No sé

60. ¿Dónde vive usted ahora?

Cantón/Ciudad: _____

Departamento: _____

61. a. ¿Vive Ud. en el mismo barrio/ciudad/comunidad donde vivía antes de su capacitación USAID?

_____ (01) Sí _____ (02) No

b. Si la respuesta es no, ¿donde vivía Ud. antes de su capacitación USAID?

Cantón/Ciudad: _____

Departamento: _____

c. Si Ud. se mudó, ¿la mudanza se debe en parte a su capacitación USAID?

_____ (01) Sí _____ (02) No

d. Si no vive en el mismo barrio/ciudad/comunidad como antes, por favor explique porqué se mudó. (Marque una *sola* respuesta que mejor refleje su situación).

_____ (01) Para continuar sus estudios

_____ (02) Para buscar mejor trabajo

_____ (03) Porque su empresa le trasladó

_____ (04) Para salir de la casa de sus padres e independizarse (sin casarse)

_____ (05) Para casarse

_____ (06) Para acompañar a su esposo/su familia

_____ (07) Para mudarse a una casa mejor

62. Por favor, indique su estado civil.

- _____ (01) Soltero
_____ (02) Casado
_____ (04) Concubinato
_____ (05) Viudo
_____ (06) Divorciado

62. _____

Uno de los componentes de este estudio es el de entrevistar a los jefes/supervisores de algunos de los ex-becarios para conocer el impacto de la capacitación en su lugar de trabajo. Sólo podemos hacer esta entrevista con la autorización del ex-becarios.

63. Por favor indique su nombre; título/cargo; dirección; y número de teléfono.

Nombre: _____
Cargo/título: _____
Institución: _____
Dirección: _____
Teléfono: _____

GRACIAS POR SU COOPERACION

Aguirre International agradece su participación en esta encuesta. Toda la información que Ud. nos proporciona es estrictamente confidencial. Nunca se identifica a un participante por su nombre o posición. Los datos que nos da son agregados estadísticamente y quedan anónimos.